ALLIANCE
COLLEGE-READY PUBLIC SCHOOLS

Alliance Kory Hunter Middle School

Florence-Firestone Neighborhood, South LA
Los Angeles Unified School District

Charter Renewal Petition
Submitted July 18, 2025

Request for Five-Year Renewal Term
July 1, 2026 to June 30, 2031

2024-25 Network Charter Renewal Petition Template

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Assurances, Affirmations, and Declarations

Alliance Kory Hunter Middle School (also referred to herein as "Hunter" 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 Engish 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 EducationPolicies and Procedures and Data Systems

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

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

General Information

Due to extensive use of tables and graphs within this petition, it is recommended that "Web Layout" is enabled to remove page breaks. This can be enabled in Microsoft Word under the "View" menu by selecting the "Web Layout" button in the top left of the screen.

Data Table - General Information

GENERAL INFORMATION	
The contact person for the Charter School is: [Name and Title]	Abeni Carr-Johnson, Principal
The contact address for Charter School is:	Abeni Carr-Johnson 5886 Compton Ave Los Angeles, CA 90001
The contact phone number for Charter School is:	(323) 484-0450
The current address(es) of the Charter School is/are: (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.)	5886 Compton Ave Los Angeles, CA 90001
Location(s) is/are in the LAUSD Board District:	7
Location(s) is/are in the LAUSD Region:	S
The grade configuration of Charter School is:	6-8
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:	472
The grade level(s) are:	6-8
The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	450
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:	8:30 am - 3:35 pm
The term of this Charter for Middle and High performing schools[1]:	July 1, 2026 – June 30, 2031
If approved, the term of this Charter for Low performing schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.):	July 1, 2026 – June 30, 2028

[1] The rollout plan should be aligned with the charter term as identified above.

Community Need for Charter School

School's Academic Performance

Since its founding, Hunter has had a student-centered focus on providing high-quality education and opportunities to historically underserved communities. Evidence of our school's strong performance in that mission can be seen in a wide variety of verified data provided by the state, including the SBAC Distance From Standard (DFS) metric, and multiple metrics from the California School Dashboard. As per the *LAUSD Policy and Procedures for Charter Schools* document, we have provided a "comparison to Resident Schools' performance on the measures of academic performance" (p. 37) where possible. This analysis was created by using LAUSD's Resident School Identifier tool. Because we currently only have access to one year of Resident Schools Median data from LAUSD, despite multiple requests to CSD and the Office of Data and Accountability that these data be provided, we have provided data for this "LAUSD Home School" below to augment the Resident Schools Median data with longitudinal local school data.

In addition, the below analysis includes grade-level CAASPP performance data from the CAASPP website. Scale scores have been converted to DFS measurements using cut scores found on the Smarter Balanced Validity Research website. Our school also utilizes i-Ready as a verified assessment tool to monitor academic progress in both Math and Reading.

Beyond the growth evident in these data, Hunter is contributing to hundreds of scholars finding postsecondary success after they leave our walls. Despite the well-documented and systemic challenges faced by communities like the one we serve, our school provides high-quality supports that lead our scholars to attend, persist, and graduate from college at a significantly higher rate than their peers across the nation. Year after year, National Student Clearinghouse data clearly shows that graduates of Alliance schools surpass their national averages, in all the above metrics, as students who are predominantly English Learners, Socioeconomically Disadvantaged, Students With Disabilities, Black and African-American, or Latine. Indeed, many of our students navigate the intersection of multiple backgrounds, facing complex challenges that require the support of a dedicated community of learners to overcome and thrive. Hunter commits to continuing to improve our program in support of these scholars and our community, rigorously and holistically preparing them to gain acceptance to and graduate from college, and to ultimately become valuable contributors to their communities and families. As demonstrated by the evidence below of Hunter's strong student growth performance and the unique needs of our community, our school meets the renewal criteria under Section 47607.2(b), and must be granted a renewal term of five years.

Demographics Comparison

Higher Percentage of English Learners and Socioeconomically Disadvantaged

Scholars

Since its founding, our school's mission has been to make the College-Ready Promise with the historically underserved communities in the greater Los Angeles area. Because of this, the community we serve has significantly higher rates of students with barriers to success, including Socioeconomically Disadvantaged backgrounds and English Learners. However, our school supports rates of Students With Disabilities that are below LAUSD and the State as a whole, although this number fluctuates significantly each year. It is well-documented that scholars from these backgrounds face additional challenges to success at all levels of education. In fact, recent data from the National Student Clearinghouse reveals that graduates from high-poverty high schools enroll in college at only two-thirds the rate of their peers from low-poverty schools, and graduate from college at less than half the rate.

Subgroup Percentage - 2024			
Subgroup	**Hunter**	**LAUSD**	**State**
Socioeconomically Disadvantaged	95.9%	81.6%	65.1%
English Learners	28.5%	21.6%	19.7%
Students with Disabilities	10.4%	16.0%	15.0%

Scholars Arrive at Our School Significantly Behind in ELA and Math

The above demographic realities lead to significantly lower academic performance by scholars in the years before they attend Hunter. The data below shows the average DFS for scholars in the year preceding their attendance at our school, in both ELA and Math, and compares these scores to the State and LAUSD averages for the same grade level and years. In Spring 2024, scholars who would go on to attend Hunter as 6th graders in the 2024-25 school year scored 24.8 DFS points lower in their end of year 5th grade ELA SBAC assessments than 5th grade scholars in LAUSD as a whole, and 32.1 DFS points lower than other 5th graders across the State. In Math, our incoming 6th graders also scored 25.5 DFS points lower on their 5th grade SBAC than LAUSD 5th graders and 29.9 DFS points lower than 5th grade scholars across the State. This means that our scholars enter our schools in 6th grade already demonstrating performance much lower in ELA and Math when compared to their peers entering 6th grade in LAUSD or schools across the State. Despite entering our schools much further behind, our data below demonstrates that, overall, our scholars show significant academic growth every year they attend our school.

Pre-Attendance Scholar Performance Comparison Grade 5 - All Students					
LEA	**Grade**	**ELA**		**Math**	
		2023	**2024**	**2023**	**2024**
Hunter	5	-53.8	-43.4	-95.7	-74.6
LAUSD	5	-24.1	-18.6	-58.4	-49.1

State	5	-11.5	-11.3	-47.7	-44.7

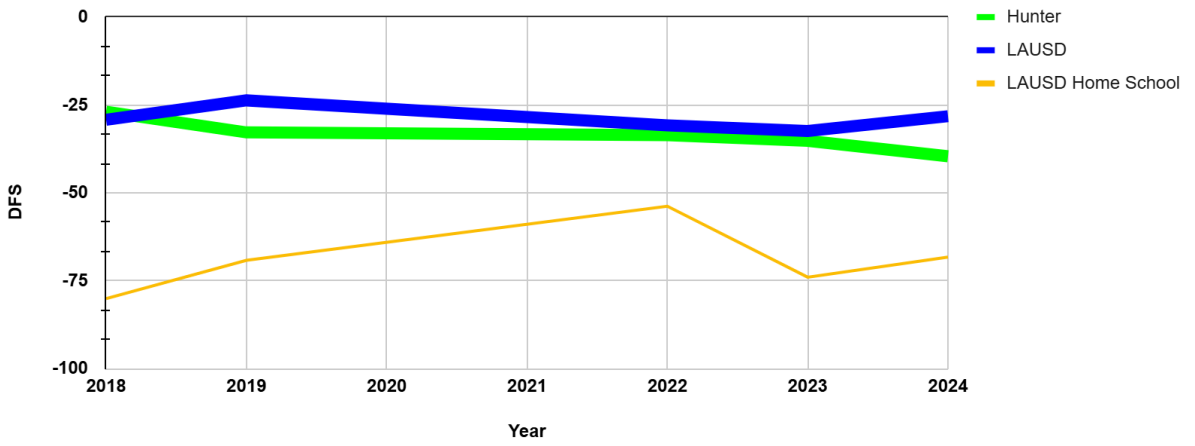
Resident Schools Median Comparison - 2024

Exceeds Resident Schools Median in All Subgroups in ELA and Math
Compared to schools within this community, our school exceeds the Resident Schools Median in all numerically significant subgroups in both ELA and Math. Our school remains one of the best options for scholars in our community, and our school is continuing to focus on implementing improvements that will increase scholar academic achievement in the years ahead. This provides strong evidence that when the academic performance of our scholars is compared to that of their peers attending resident schools within their community, who face similar socioeconomic and historical barriers to success, our scholars consistently show stronger outcomes.

Subgroup	ELA			Math		
	Hunter	Resident Schools Median	Comparison	Hunter	Resident Schools Median	Comparison
All Students	-39.6	-77.6	**Higher**	-93.8	-122.1	**Higher**
Latine	-39.8	-75.7	**Higher**	-94.7	-120.8	**Higher**
English Learner	-77.3	-116.7	**Higher**	-131.9	-155.4	**Higher**
Long Term English Learner	-114.2	-150.2	**Higher**	-160.7	-179.2	**Higher**
Socioeconomically Disadvantaged	-41.1	-77.6	**Higher**	-95.1	-122.5	**Higher**
Students with Disabilities	-123.8	-145.3	**Higher**	-169.8	169.9	**Higher**

ELA DFS Performance

ELA Performance Competitive with LAUSD
As can be seen in the graph below, scholars at Hunter have demonstrated years of DFS performance in ELA that exceed the LAUSD Home School, and have remained competitive with LAUSD as a whole.



Subgroup Performance Exceeds Local Schools and is Competitive With LAUSD and the State

This performance trend continues when subgroups are analyzed, as seen in the tables below, wherein the two largest subgroups at Hunter - Latine and Socio-economically Disadvantaged, have shown academic achievement that exceeds both LAUSD and the State in 3 out of 5 of the last tested years. Even in 2024, Hunter scholars' performance was essentially equal with both the state and LAUSD, with the differences being less than 1 DFS point, and exceeded the Resident Schools Median by over 35 DFS points.

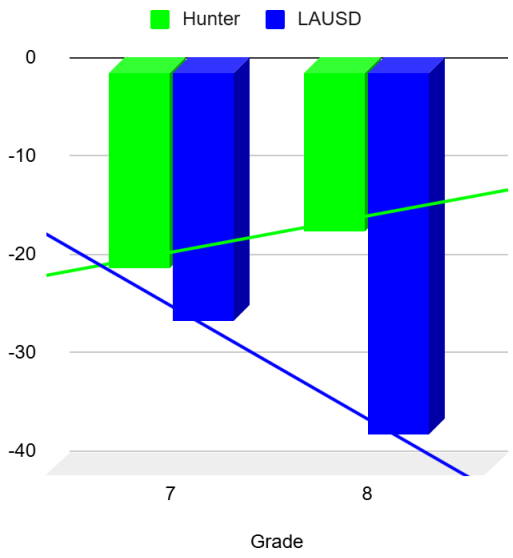
SBAC - ELA Distance From Standard (DFS)					
Socio-Economically Disadvantaged					
	2018	2019	2022	2023	2024
Hunter	**-26.9**	**-32**	**-34**	**-35.2**	**-41.1**
LAUSD	-39.2	-33.5	-42.1	-46.1	-40.2
State	-34.7	-30.1	-41.4	-42.6	-40.9
Resident Schools Median	No Data	No Data	No Data	No Data	-77.6

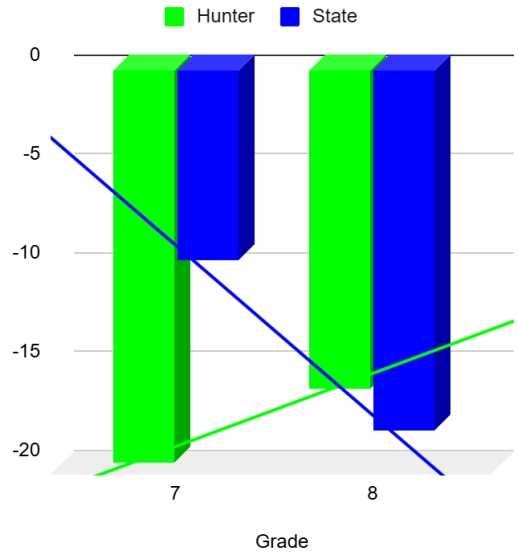
SBAC - ELA Distance From Standard (DFS)					
Hispanic/Latine					
	2018	2019	2022	2023	2024
Hunter	**-27.1**	**-31**	**-33.7**	**-35.2**	**-39.8**
LAUSD	-38.5	-32.5	-41.3	-43.1	-38.9
State	-31.3	-26.6	-38.6	-40.2	-39.3
Resident Schools Median	No Data	No Data	No Data	No Data	-75.7

Promoting Class of 2023 Demonstrates Superior ELA Growth to LAUSD and the State
The cohort growth rate data below have been taken from the CAASPP Website scale scores. By analyzing grade levels at different years, we have obtained Cohort Growth Rates for Hunter and compared them against the same cohorts in LAUSD and across the State. Due to the fact that DFS data are not available in 2021, the analysis of the Class of 2023 must be started in their 7th-grade year.

In the below cohort analysis, Hunter showed more DFS growth post-Covid than the State and LAUSD in every subgroup except English Learners (Students With Disabilities was not a numerically significant subgroup). In fact, the All Students average, as well as the two largest subgroups at our school (Socioeconomically Disadvantaged and Latine), showed a decline in performance in LAUSD and the State, while showing growth at our school. Over these two years, the average Hunter scholar grew by 12.3 DFS points more than LAUSD and by 15.2 DFS points more than the State.

Class of 2023 - ELA DFS - All Students				
Year	**Grade**	**Hunter**	**LAUSD**	**State**
2022	7	-19.8	-25.2	-9.6
2023	8	-16.1	-36.7	-18.2
Growth		**3.7**	**-11.5**	**-8.6**





Promoting Class of 2023 - Cohort Analysis - ELA Hunter vs. State						
Subgroup	**LEA**	**DFS by Grade Level**		**Growth**	**Result**	**Analysis**
		2022	**2023**			

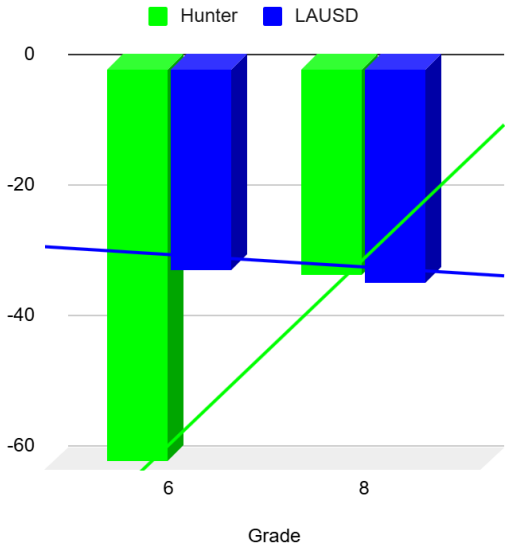
		7	8			
All Students	Hunter	-19.8	-16.1	3.7	Higher	Hunter scholars grew 12.3 DFS points more than State
	State	-9.6	-18.2	-8.6		
SocEcon Disadv	Hunter	-20.4	-16.9	3.5	Higher	Hunter scholars grew 10.9 DFS points more than State
	State	-39.8	-47.2	-7.4		
Latine	Hunter	-18.9	-15.8	3.1	Higher	Hunter scholars grew 12.5 DFS points more than State
	State	-36.5	-45.9	-9.4		
EL	Hunter	-108.9	-136.8	-27.9	Lower	State scholars had a performance trend 5.4 DFS points better than Hunter
	State	-108.6	-131.1	-22.5		

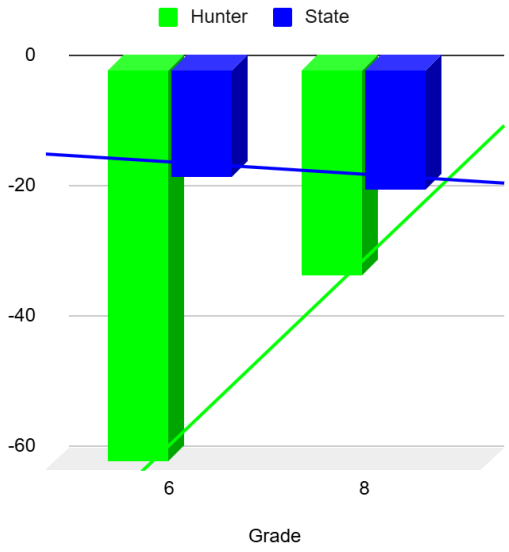
Promoting Class of 2023 - Cohort Analysis - ELA
Hunter vs. LAUSD

Subgroup	LEA	DFS by Grade Level		Growth	Result	Analysis
		2022	2023			
		7	8			
All Students	Hunter	-19.8	-16.1	3.7	Higher	Hunter scholars grew 15.2 DFS points more than LAUSD
	LAUSD	-25.2	-36.7	-11.5		
SocEcon Disadv	Hunter	-20.4	-16.9	3.5	Higher	Hunter scholars grew 15.2 DFS points more than LAUSD
	LAUSD	-40.3	-52	-11.7		
Latine	Hunter	-18.9	-15.8	3.1	Higher	Hunter scholars grew 15.1 DFS points more than LAUSD
	LAUSD	-40.3	-52.3	-12		
EL	Hunter	-108.9	-136.8	-27.9	Lower	LAUSD scholars had a performance trend 2.6 DFS points better than Hunter
	LAUSD	-148.5	-173.8	-25.3		

Promoting Class of 2024 Demonstrates Superior ELA Growth to LAUSD and the State
We have three years of data for the Promoting Class of 2024, and the growth persists. In this case, the average Hunter scholar grew by 30.5 DFS points more than the State and LAUSD. This trend is consistent across all subgroups, with the notable exception of Students With Disabilities (the smallest subgroup at our school). In fact, the All Students average, as well as the two largest subgroups at our school (Socioeconomically Disadvantaged and Latine), showed a decline in performance in LAUSD and the State, while showing dramatic growth at our school. In fact, within this cohort, this growth led the average Hunter student to surpass the average LAUSD student by the time of promotion.

Class of 2024 - ELA DFS - All Students				
Year	Grade	Hunter	LAUSD	State
2022	6	-59.9	-30.7	-16.4
2024	8	-31.3	-32.6	-18.3
Growth		28.6	-1.9	-1.9





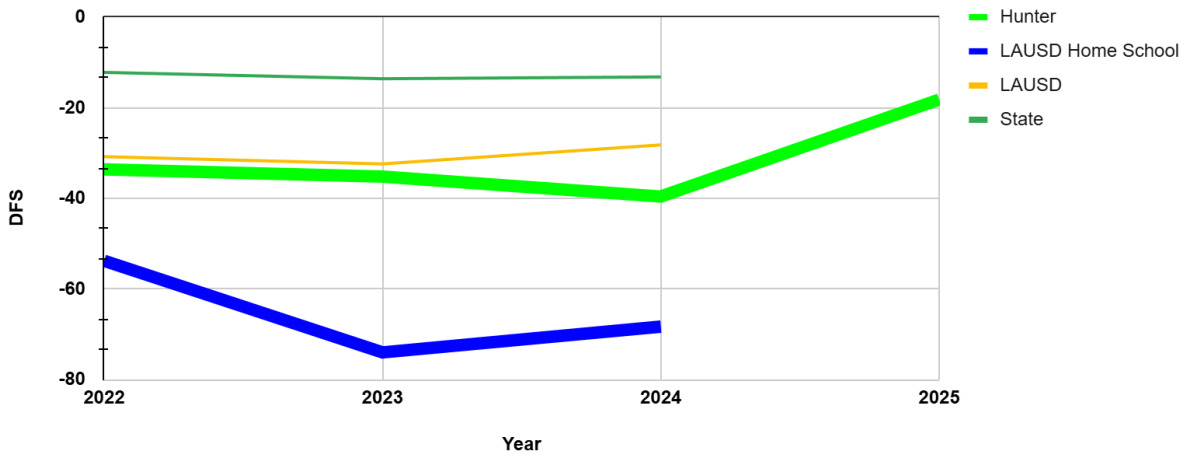
Promoting Class of 2024 - Cohort Analysis - ELA Hunter vs. State						
Subgroup	LEA	DFS by Grade Level		Growth	Result	Analysis
		2022	2024			
		6	8			
All Students	Hunter	-59.9	-31.3	28.6	Higher	Hunter scholars grew 30.5 DFS points more than State
	State	-16.4	-18.3	-1.9		
SocEcon Disadv	Hunter	-59.8	-32.7	27.1	Higher	Hunter scholars grew 27.7 DFS points more than State
	State	-44.5	-45.1	-0.6		
Latine	Hunter	-62	-32.5	29.5	Higher	Hunter scholars grew 34.1 DFS points more than State
	State	-40.9	-45.5	-4.6		
EL	Hunter	-135.2	-136.7	-1.5	Higher	Hunter scholars had a performance trend 29.7 DFS points better than State
	State	-105.5	-136.7	-31.2		

SWD	Hunter	-98.7	-132.2	-33.5	Lower	State scholars had a performance trend 22.7 DFS points better than Hunter
	State	-109.9	-120.7	-10.8		

Promoting Class of 2024 - Cohort Analysis - ELA
Hunter vs. LAUSD

Subgroup	LEA	DFS by Grade Level		Growth	Result	Analysis
		2022	2024			
		6	8			
All Students	Hunter	-59.9	-31.3	28.6	Higher	Hunter scholars grew 30.5 DFS points more than LAUSD
	LAUSD	-30.7	-32.6	-1.9		
SocEcon Disadv	Hunter	-59.8	-32.7	27.1	Higher	Hunter scholars grew 29.3 DFS points more than LAUSD
	LAUSD	-45.4	-47.6	-2.2		
Latine	Hunter	-62	-32.5	29.5	Higher	Hunter scholars grew 32.8 DFS points more than LAUSD
	LAUSD	-45.2	-48.5	-3.3		
EL	Hunter	-135.2	-136.7	-1.5	Higher	Hunter scholars had a performance trend 18 DFS points better than LAUSD
	LAUSD	-141.6	-161.1	-19.5		
SWD	Hunter	-98.7	-132.2	-33.5	Lower	LAUSD scholars had a performance trend 32.2 DFS points better than Hunter
	LAUSD	-124.1	-125.4	-1.3		

Preliminary 2025 DFS Data Indicates Strong Growth
Preliminary data from testing in Spring 2025 indicate that our school-wide DFS average grew to -18.2 in 2025. This represents a growth of 21.4 DFS points since 2024 and is a strong indication that the continued improvements to our educational program are having a significant impact.



ELA Verified Data

i-Ready Median Growth Rates Show One Year's Progress for Almost All Subgroups
As our source of verified academic data, i-Ready provides us with further evidence of the success of our educational program. The overall data from all students demonstrates consistent strong growth across our student body. As can be seen below, almost all subgroups, as well as the student body overall, demonstrated a median growth significantly greater than the expected grade level growth over the past three years of data.

Hunter - i-Ready Diagnostic Growth - Reading - 2022-23				
Student Groups	**Grade**	**i-Ready Growth Target**	**Median Progress to Annual Typical Growth**	**One Year's Progress**
Overall	**All**	**45%**	**183%**	**Met**
Overall	**6**	**45%**	**193%**	**Met**
Latinx	6	45%	192%	**Met**
Socioeconomically Disadvantaged	6	45%	193%	**Met**
English Learner	6	45%	200%	**Met**
Students With Disabilities	6	45%	163%	**Met**
Overall	**7**	**45%**	**162%**	**Met**
Latinx	7	45%	169%	**Met**
Socioeconomically Disadvantaged	7	45%	159%	**Met**
English Learner	7	45%	188%	**Met**
Students With Disabilities	7	45%	182%	**Met**
Overall	**8**	**45%**	**178%**	**Met**

Latinx	8	45%	181%	Met
Socioeconomically Disadvantaged	8	45%	175%	Met
English Learner	8	45%	145%	Met
Students With Disabilities	8	45%	111%	Met

Hunter - i-Ready Diagnostic Growth - Reading - 2023-24				
Student Groups	**Grade**	**i-Ready Growth Target**	**Median Progress to Annual Typical Growth**	**One Year's Progress**
Overall	**All**	**45%**	**106%**	**Met**
Overall	**6**	**45%**	**114%**	**Met**
Latinx	6	45%	100%	Met
Socioeconomically Disadvantaged	6	45%	116%	Met
English Learner	6	45%	114%	Met
Students With Disabilities	6	45%	75%	Met
Overall	**7**	**45%**	**100%**	**Met**
Latinx	7	45%	100%	Met
Socioeconomically Disadvantaged	7	45%	100%	Met
English Learner	7	45%	85%	Met
Students With Disabilities	7	45%	0%	Not Met
Overall	**8**	**45%**	**106%**	**Met**
Latinx	8	45%	106%	Met
Socioeconomically Disadvantaged	8	45%	106%	Met
English Learner	8	45%	78%	Met
Students With Disabilities	8	45%	78%	Met

Hunter - i-Ready Diagnostic Growth - Reading - 2024-25				
Student Groups	**Grade**	**i-Ready Growth Target**	**Median Progress to Annual Typical Growth**	**One Year's Progress**
Overall	**All**	**45%**	**179%**	**Met**
Overall	**6**	**45%**	**192%**	**Met**
Latinx	6	45%	185%	Met
Socioeconomically Disadvantaged	6	45%	192%	Met
English Learner	6	45%	205%	Met
Students With Disabilities	6	45%	127%	Met

Overall	**7**	**45%**	**159%**	**Met**
Latinx	7	45%	159%	**Met**
Socioeconomically Disadvantaged	7	45%	147%	**Met**
English Learner	7	45%	171%	**Met**
Students With Disabilities	7	45%	125%	**Met**
Overall	**8**	**45%**	**200%**	**Met**
Latinx	8	45%	200%	**Met**
Socioeconomically Disadvantaged	8	45%	200%	**Met**
English Learner	8	45%	139%	**Met**
Students With Disabilities	8	45%	139%	**Met**

Core Subject Instructional Practices Supporting Growth and Achievement

Despite the enduring impacts of the COVID-19 pandemic on learning, Hunter demonstrates a stronger performance in several key subgroups compared to its resident schools, particularly when compared with the LAUSD Home School. Our school-wide instructional program has been a central driver of academic growth at Hunter, built on a shared commitment to high expectations, rigorous content, and instructional coherence across classrooms. In Spring 2023, the Hunter Administration revamped our Instructional Leadership Team (ILT) to conduct a comprehensive review of our instructional systems and identify areas for growth. This collaborative process resulted in the development of a unified school-wide instructional focus aimed at ensuring all students demonstrate measurable academic growth on internal benchmarks, schoolwide assessments, and the CAASPP.

In Spring 2024, each content department engaged in extended planning sessions aimed at aligning instruction, setting clear goals, and prioritizing literacy across all content areas. These department-specific sessions culminated in the creation of vision statements, the establishment of instructional priorities, and the vertical alignment of literacy strategies to foster a schoolwide reading culture.

Beginning in Fall 2024, our school also implemented a refined Intellectual Preparation process requiring teachers to submit exemplars for every component of their lesson plans. Each submission receives timely feedback prior to classroom delivery, ensuring rigorous and intentional instruction. Teachers then revise and resubmit their materials as needed.
In addition, our school participates in quarterly, network-wide interim assessments in ELA, Math, and Science that are aligned to the Common Core State Standards. These assessments are intentionally designed to mirror the format and rigor of the CAASPP and serve as a predictive indicator of student performance. The results of these assessments provide teachers and school leaders with actionable data that informs instruction, identifies learning gaps, and tracks student progress toward proficiency on state assessments.

To ensure that all scholars receive the support they need to access grade-level content and make measurable progress, targeted instructional structures have been built into our academic model. English Language Learners (ELLs) are supported through leveled English

Language Development (ELD) classes designed to meet students at their current stage of language acquisition. These classes provide scaffolded instruction, language modeling, and ongoing formative assessments to ensure that ELL students can access core content while continuing to develop English fluency.

Students with disabilities (SWDs) receive instruction in grade-specific Resource Labs, where supports are directly tied to students' English and Math coursework, as well as their Individualized Education Plan (IEP) goals. These labs are intentionally designed to provide front-loading, pre-teaching, extended time, modifications and accommodations, small group and 1-on-1 support, progress monitoring, and explicit direct instruction. Resource Labs function not only as intervention spaces but also as integral extensions of core content, ensuring students receive equitable access to learning.

Lastly, the initiatives adopted by the ILT and teachers seek to engage students in rigorous, grade-level complex texts that align with content standards and challenge students to think critically across disciplines. Instruction is centered on the use of text-dependent questions that require students to ground their analysis in evidence, deepening their comprehension and critical thinking. In addition, students receive explicit instruction on how to construct well-supported written responses through academic justification, using rubrics that are common, aligned, and calibrated across grade levels and content areas. This consistent focus on evidence-based reading and writing practices ensures that students are not only accessing grade-level material but are equipped to engage with it meaningfully and independently.

ELA Growth Due to Data-Informed Practices

The ELA department also adopted a strategic data tracking approach, disaggregating student assessment data by subgroup. This practice, which began in Spring 2024, enabled teachers to identify standards where students needed additional support and to develop targeted reteach lessons in preparation for the SBAC.

To further enhance instructional impact, Hunter introduced an AI-powered support platform, CourseMojo, into its 6th-grade ELA curriculum in Fall 2024. This adaptive tool helps bridge learning gaps by differentiating instruction for diverse learners, including English Learners, students with disabilities, and struggling readers, through Socratic questioning and personalized academic prompts. Additionally, the school expanded its co-teaching model by hiring two resident teachers who serve as additional instructional supports in strategically composed 6th and 7th-grade ELA classrooms. These classrooms include a high percentage of SWDs and LTELs and benefit from a three-educator team: the general education teacher, a resource teacher, and the resident teacher. A deliberate shift in the school’s master schedule also allowed the 7th-grade resource teacher to co-teach in two ELA classes rather than one, thus extending services to a larger number of scholars. These carefully designed supports have created a multi-layered system of academic interventions that are both responsive to student needs and aligned with the school’s broader mission of closing achievement gaps.

Our ELA team has also led a comprehensive literacy strategy focused on building a schoolwide culture of reading and academic discourse. This includes the adoption of a 20-minute daily reading log for all students, daily in-class read-aloud routines to promote fluency

and oral language development, and family literacy engagement through reading programs and parent workshops. These efforts are designed to increase reading stamina, comprehension, and engagement both at school and at home.

Recognizing the diverse needs of our learners, the ELA department collaborated closely with the English Language Development (ELD) team to host targeted professional development sessions for general education teachers. These sessions included exemplars and planning strategies that help scaffold grade-level texts, model questioning techniques, and ensure rigorous checks for understanding are embedded throughout each lesson. As part of our school's intellectual preparation process, all teachers are now encouraged to include language supports in their lesson plans - such as sentence frames, tiered vocabulary, and visual cues - to ensure that all scholars, especially English Learners and students reading below grade level, can access and engage with complex texts.

To further strengthen the home-school connection, we launched a parent partnership reading program aimed at empowering families to support their children's literacy development outside the classroom. Workshops and reading nights offered strategies for selecting appropriate books, fostering meaningful discussions, and modeling positive reading behaviors at home. In the classroom, teachers have implemented a daily practice of student read-alouds, which has supported fluency, comprehension, and oral language development across all proficiency levels.

Lastly, we cannot underscore enough the importance of our confirmed 100% teacher retention for the 2025-26 school year. Retaining our entire instructional team ensures continuity, stability, and the opportunity to further strengthen our instructional practices. With a committed and unified academic team, we are poised to build on this year's progress, refine our strategies, and deliver an even higher caliber of teaching and learning in the year ahead. This level of staff consistency is rare and invaluable, and it will serve as a key lever in sustaining our upward academic momentum.

Together, these strategic and layered efforts have made reading both accessible and central to our school's academic culture. The correlation between our i-Ready growth data and SBAC DFS outcomes affirms that our approach is working. By prioritizing reading across the curriculum and ensuring that every teacher, student, and family is involved in the process, Hunter continues to create the conditions for literacy achievement and long-term academic success for all students.

Math DFS Performance

Math DFS School-Wide Achievement Exceeds Local Schools
Scholars at Hunter show stronger achievement in Math than the local LAUSD school over the last two years, as well as the Resident Schools Median in the only year of data we have been provided by LAUSD. In 2024, this difference in performance has expanded to 10.5 DFS points above the LAUSD Home School and 28.3 DFS points above the Resident Schools Median.

SBAC - Math Distance From Standard (DFS)		
All Students		
	2023	2024
Hunter	**-93**	**-93.8**
LAUSD Home School	-96.2	-103.3
Resident Schools Median	No Data	-122.1

Subgroup Performance Exceeds Local LAUSD School and Resident Schools Median
However, that achievement trend persists in the analysis of subgroups. All numerically significant subgroups at our school performed above the LAUSD Home School and the Resident Schools Median in 2024. In our two largest subgroups, Latine and Socioeconomically Disadvantaged, Hunter outperformed the LAUSD Home School by 5.7 and 8 DFS points, respectively. In the case of the Resident Schools Median, the gap in Latine and Socioeconomically Disadvantaged subgroups is even larger; 26.1 and 27.4 DFS points, respectively.

Math - DFS Score by Subgroup - 2024						
School	All Students	EL	SWD	Latine	SocEcon Disadv	LTEL
Hunter	**-93.8**	**-131.9**	**-169.8**	**-94.7**	**-95.1**	**-160.7**
LAUSD Home School	-103.3	-141.5	-172.8	-100.4	-103.1	-165.8
Resident Schools Median	-122.1	-155.4	-169.9	-120.8	-122.5	-179.2

Promoting Class of 2023 Demonstrates Comparable Math Growth to LAUSD and the State
The cohort growth rate data below have been taken from the CAASPP Website scale scores. By analyzing grade levels at different years, we have obtained Cohort Growth Rates for Hunter and compared them against the same cohorts in LAUSD and across the State. Due to the fact that DFS data are not available in 2021, the analysis of the Class of 2023 must be started in their 7th-grade year.

In the below cohort analysis, Hunter scholars performed comparably to LAUSD and the State. Their trend was 2.5 DFS points better than LAUSD, whereas the statewide trend was 1.3 DFS points better than Hunter.

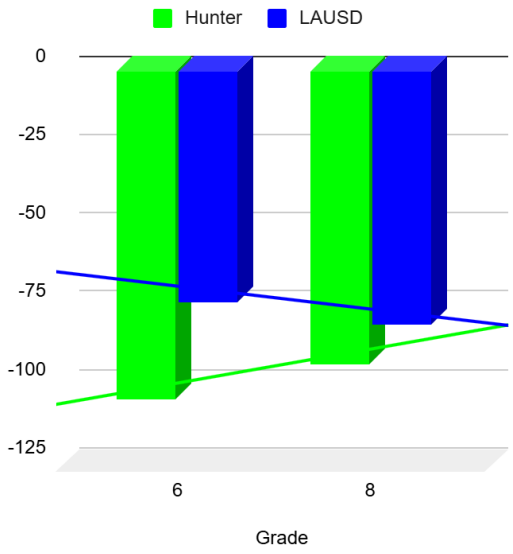
Class of 2023 - Math DFS - All Students				
Year	Grade	Hunter	LAUSD	State
2022	7	-81.4	-78.6	-57.8
2023	8	-92.8	-92.5	-67.9

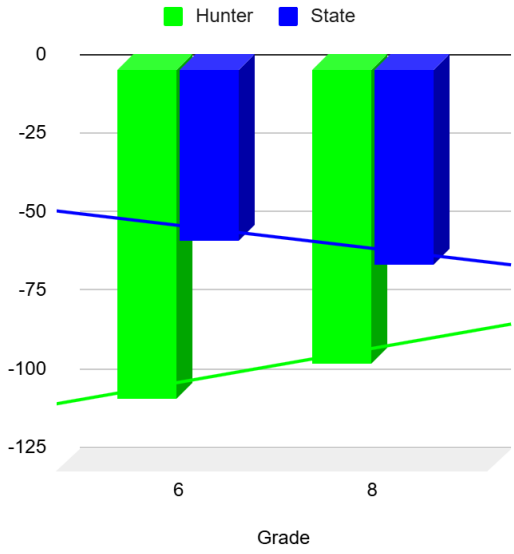
Growth	**-11.4**	**-13.9**	**-10.1**

Promoting Class of 2024 Demonstrates Stronger Math Growth Than LAUSD and the State

We have three years of data for the Promoting Class of 2024, and here we see a pattern of math growth for the vast majority of our scholars that outpaces LAUSD and the state. The average Hunter scholar grew 18.1 points more than the State and LAUSD over these three years. Although it is notable that our smallest subgroups, Students With Disabilities and English Learners, did not grow to that same degree, the two largest subgroups at our school (Socioeconomically Disadvantaged and Latine) showed a decline in performance in LAUSD and in the State, while showing growth from 6th grade to 8th grade at our school. Indeed, Latine and Socioeconomically Disadvantaged scholars both surpassed LAUSD and the State by their 8th-grade year.

Class of 2024 - Math DFS - All Students				
Year	**Grade**	**Hunter**	**LAUSD**	**State**
2022	6	-104.3	-73.4	-54.4
2024	8	-93.5	-80.7	-61.7
Growth		**10.8**	**-7.3**	**-7.3**





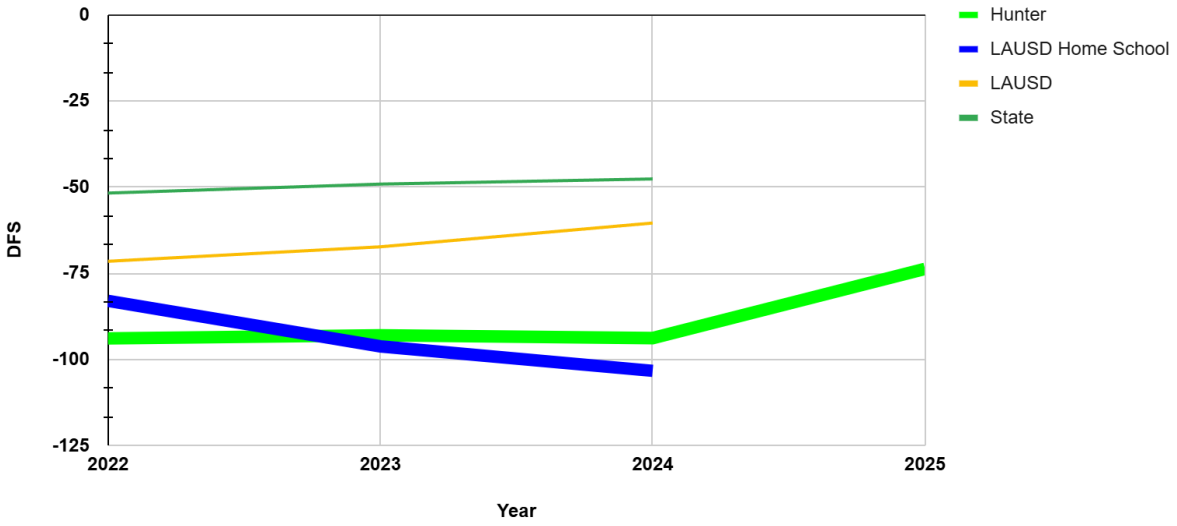
Promoting Class of 2024 - Cohort Analysis - Math Hunter vs. State						
Subgroup	**LEA**	**DFS by Grade Level**		**Growth**	**Result**	**Analysis**
		2022	**2024**			

		6	8			
All Students	Hunter	-104.3	-93.5	10.8	Higher	Hunter scholars grew 18.1 DFS points more than State
	State	-54.4	-61.7	-7.3		
SocEcon Disadv	Hunter	-103.3	-94.4	8.9	Higher	Hunter scholars grew 18 DFS points more than State
	State	-87.4	-96.5	-9.1		
Latine	Hunter	-106.5	-95.6	10.9	Higher	Hunter scholars grew 25.3 DFS points more than State
	State	-85.1	-99.5	-14.4		
EL	Hunter	-169.5	-188.2	-18.7	Higher	Hunter scholars had a performance trend 17.2 DFS points better than State
	State	-141.5	-177.4	-35.9		
SWD	Hunter	-128.2	-173.7	-45.5	Lower	State scholars had a performance trend 26.8 DFS points better than Hunter
	State	-150.8	-169.5	-18.7		

Promoting Class of 2024 - Cohort Analysis - Math
Hunter vs. LAUSD

Subgroup	LEA	DFS by Grade Level		Growth	Result	Analysis
		2022	2024			
		6	8			
All Students	Hunter	-104.3	-93.5	10.8	Higher	Hunter scholars grew 18.1 DFS points more than LAUSD
	LAUSD	-73.4	-80.7	-7.3		
SocEcon Disadv	Hunter	-103.3	-94.4	8.9	Higher	Hunter scholars grew 17.4 DFS points more than LAUSD
	LAUSD	-89.2	-97.7	-8.5		
Latine	Hunter	-106.5	-95.6	10.9	Higher	Hunter scholars grew 21.6 DFS points more than LAUSD
	LAUSD	-90	-100.7	-10.7		
EL	Hunter	-169.5	-188.2	-18.7	Lower	LAUSD scholars had a performance trend 3.9 DFS points better than Hunter
	LAUSD	-177.7	-192.5	-14.8		
SWD	Hunter	-128.2	-173.7	-45.5	Lower	LAUSD scholars had a performance trend 39.4 DFS points better than Hunter
	LAUSD	-168.6	-174.7	-6.1		

Preliminary 2025 DFS Data Indicates Strong Growth
Preliminary data from testing in Spring 2025 indicate that our school-wide DFS average grew to -73.7 in 2025. This represents a growth of 20.1 DFS points since 2024 and is a strong indication that the changes to our educational program are having a significant impact.



Math Verified Data

i-Ready Median Growth Rates Show One Year's Progress for Almost All Subgroups
As our source of verified academic data, i-Ready provides us with further evidence of the success of our educational program. The overall data from all students demonstrates consistent strong growth across our student body. As can be seen below, the vast majority of subgroups, as well as the student body overall, demonstrated a median growth greater than or equal to the expected grade level growth over the past three years of data. The only exception, 8th grade in 2023-24, still scored only 6% less than the 60% threshold.

Hunter - i-Ready Diagnostic Growth - Math - 2022-23				
Student Groups	**Grade**	**i-Ready Growth Target**	**Median Progress to Annual Typical Growth**	**One Year's Progress**
Overall	**All**	**60%**	**100%**	**Met**
Overall	**6**	**60%**	**121%**	**Met**
Latinx	6	60%	121%	**Met**
Socioeconomically Disadvantaged	6	60%	121%	**Met**
English Learner	6	60%	133%	**Met**

Students With Disabilities	6	60%	113%	Met
Overall	**7**	**60%**	**92%**	**Met**
Latinx	7	60%	92%	Met
Socioeconomically Disadvantaged	7	60%	89%	Met
English Learner	7	60%	92%	Met
Students With Disabilities	7	60%	208%	Met
Overall	**8**	**60%**	**90%**	**Met**
Latinx	8	60%	91%	Met
Socioeconomically Disadvantaged	8	60%	90%	Met
English Learner	8	60%	67%	Met
Students With Disabilities	8	60%	50%	Not Met

Hunter - i-Ready Diagnostic Growth - Math - 2023-24

Student Groups	Grade	i-Ready Growth Target	Median Progress to Annual Typical Growth	One Year's Progress
Overall	**All**	**60%**	**84%**	**Met**
Overall	**6**	**60%**	**117%**	**Met**
Latinx	6	60%	113%	Met
Socioeconomically Disadvantaged	6	60%	100%	Met
English Learner	6	60%	140%	Met
Students With Disabilities	6	60%	113%	Met
Overall	**7**	**60%**	**77%**	**Met**
Latinx	7	60%	77%	Met
Socioeconomically Disadvantaged	7	60%	77%	Met
English Learner	7	60%	69%	Met
Students With Disabilities	7	60%	42%	Not Met
Overall	**8**	**60%**	**54%**	**Not Met**
Latinx	8	60%	42%	Not Met
Socioeconomically Disadvantaged	8	60%	50%	Not Met
English Learner	8	60%	4%	Not Met
Students With Disabilities	8	60%	54%	Not Met

Hunter - i-Ready Diagnostic Growth - Math - 2024-25

Student Groups	Grade	i-Ready	Median Progress	One

		Growth Target	to Annual Typical Growth	Year's Progress
Overall	**All**	**60%**	**100%**	**Met**
Overall	**6**	**60%**	**93%**	**Met**
Latinx	6	60%	93%	**Met**
Socioeconomically Disadvantaged	6	60%	93%	**Met**
English Learner	6	60%	100%	**Met**
Students With Disabilities	6	60%	153%	**Met**
Overall	**7**	**60%**	**85%**	**Met**
Latinx	7	60%	85%	**Met**
Socioeconomically Disadvantaged	7	60%	69%	**Met**
English Learner	7	60%	85%	**Met**
Students With Disabilities	7	60%	100%	**Met**
Overall	**8**	**60%**	**124%**	**Met**
Latinx	8	60%	122%	**Met**
Socioeconomically Disadvantaged	8	60%	122%	**Met**
English Learner	8	60%	83%	**Met**
Students With Disabilities	8	60%	108%	**Met**

Practices Supporting Growth and Achievement

In addition to the school-wide instructional practices described above, several strategic initiatives implemented during the 2023–2024 school year have laid the foundation for Kory Hunter Middle School's continued upward trajectory in Math CAASPP performance, particularly among historically underserved student groups, including English Learners (ELs), Students with Disabilities (SWDs), and socioeconomically disadvantaged scholars. From the beginning of the academic year, teachers prioritized data-driven instruction by using weekly assessments and SBAC-aligned interim data to identify misconceptions and immediately respond with targeted reteaching. In 6th grade, math teachers delivered a dedicated weekly reteach lesson, while 7th grade teachers adjusted pacing based on formative data to allow for deeper conceptual reinforcement. Across all grades, students engaged with practice problems from Next Generation Math, a platform aligned with CAASPP standards, which helped increase familiarity with test rigor and question types.

A consistent co-teaching model allowed general education and resource teachers to meet weekly to co-plan lessons, design scaffolds and accommodations, and problem-solve for individual students. Students With Disabilities also benefited from structured Resource Labs led by each of our three resource teachers. These labs provided opportunities for front-loading, targeted reteaching, progress monitoring, and support with assessments and assignments, creating a responsive learning environment tailored to individual student needs.

Through instructional walkthroughs and coaching cycles, the leadership team identified gaps in intellectual preparation and rigor in 7th-grade math instruction during the 2022–2023 and 2023–2024 school years, stemming in part from inconsistent staffing and a reliance on a student teacher model that failed to meet instructional standards. This impacted the 8th-grade math teacher's ability to complete grade-level units, as foundational content had to be retaught before SBAC preparation.

In response, during the 2024–2025 school year, the school recommitted to professional development through Open Up Resources, implemented a scholar end-of-unit tracker, and strengthened the use of math-specific Intellectual Preparation, including annotated exemplars and intentional problem-solving rationale. Collaborative planning in Spring 2024 centered on vertical alignment and identification of priority standards most critical for proficiency. Teachers refined re-engagement strategies based on formative assessment data and designed responsive, short-cycle reteach lessons to address unfinished learning. These planning sessions also included time to problem-solve around specific students of concern, ensuring that interventions were timely and coordinated.

To expand student access to high-impact math support, Hunter partnered with Math Yogis to offer high-dosage tutoring during the school day, after school, and on weekends for Tier 1 and Tier 2 students. The school also launched a partnership with East Los Angeles College to implement the Escalante Math Program, providing an additional three hours of weekly instruction for selected 6th–8th grade students, based on i-Ready performance. This program, facilitated by credentialed teachers trained in accelerated strategies, is designed to address foundational math gaps in pre-algebra and provide extended learning opportunities for EL and SPED students. Small-group math labs were also piloted, offering remediation and acceleration through hands-on problem solving and peer collaboration, particularly for students in inclusion and co-taught settings. Additionally, Hunter's Director of Instruction received coaching from the Alliance home office math specialist, including recorded coaching sessions to support departmental reflection and implementation of high-leverage practices. These actions align with the school’s Strategic Instructional Plan, which sets a goal of achieving a +5 DFS gain on the SBAC for the most underserved students. Hunter’s continued focus on instructional coherence, equitable intervention systems, and responsive leadership has resulted in positive gains in math performance and a foundation for sustained academic growth.

California School Dashboard

Many metrics on the California School Dashboard also demonstrate the success our scholars are experiencing in our educational program.

Chronic Absenteeism Rates Lower Than LAUSD and the State
These scholar supports are also clearly visible in the Chronic Absenteeism Rate. In this measure, scholars at our school have lower rates in all numerically significant subgroups than the LAUSD Home School, the Resident Schools Median, LAUSD, and the State as a whole. This clearly demonstrates the effectiveness of our educational program in engaging with all students and encouraging them to attend on a regular basis.

Chronic Absenteeism Rate - by Subgroup (MS Only)					
School	All Students	EL	SWD	Latine	SocEcon Disadv
Hunter	15.5%	20.0%	14.0%	15.3%	15.7%
LAUSD Home School	28.6%	26.5%	41.4%	27.5%	28.9%
Resident Schools Median	30.0%	28.9%	38.8%	29.0%	30.0%
LAUSD	23.3%	23.0%	30.9%	23.6%	25.1%
State	18.6%	20.1%	26.3%	21.7%	23.4%

The 2024 California School Dashboard chronic absenteeism data affirms the measurable success of Hunter Middle School's intentional and community-wide commitment to promoting consistent school attendance. As schools across California continue to navigate the lasting effects of the COVID-19 pandemic, Hunter has emerged as a leader in attendance improvement through its *"All Hands on Deck"* approach. This schoolwide initiative, *Attendance Matters*, has become a unifying effort embraced by every stakeholder - from teachers and staff to parents, scholars, and community partners.

Hunter's overall chronic absenteeism rate of 15.5% represents a substantial achievement when compared to both the LAUSD Home School (28.6%) and the LAUSD average (23.3%). This data reflects the school's proactive and relational approach to reducing barriers that prevent students from attending school regularly. Through daily outreach, data monitoring, and personalized interventions, Hunter ensures that students feel welcomed, supported, and encouraged to stay engaged.

The school's success is especially evident across critical subgroups. Among English Learners, Hunter reported a chronic absenteeism rate of 20.0%, outperforming the LAUSD Home School's 26.5% and aligning closely with the statewide average of 20.1%. This result signals the school's efforts to address language-based and cultural barriers to attendance through multilingual outreach and inclusive family engagement strategies. For Students with Disabilities (SWDs), Hunter achieved a rate of 14.0%, significantly lower than the LAUSD Home School's 41.4%, as well as the LAUSD (30.9%) and state (26.3%) averages. This dramatic gap illustrates the school's effective implementation of inclusive scheduling, differentiated support, and proactive case management to ensure that students with IEPs are consistently present and participating in instruction.

Similarly, Latine students, who comprise the majority demographic at Hunter, demonstrated a chronic absenteeism rate of 15.3%, far outperforming the LAUSD Home School's 27.5% and the LAUSD average of 23.6%. Among socioeconomically disadvantaged students, Hunter achieved a rate of 15.7%, again demonstrating stronger outcomes than the LAUSD Home School (28.9%), the district (25.1%), and the state (23.4%). These improvements reflect Hunter's intentional work to remove socioeconomic barriers by connecting families with wraparound services, transportation support, and culturally relevant communication that

builds trust and accountability.

At the core of these outcomes is Hunter's *Attendance Matters* initiative, which was introduced by the Alliance network. It is a comprehensive, schoolwide campaign to make attendance a shared responsibility and visible priority. The Deans, teachers, office staff, and Attendance Matters Team collaborate daily to monitor attendance trends, identify students at risk, and respond with tiered interventions. These include parent phone calls, home visits, student attendance contracts, goal-setting meetings, and check-ins with social workers or mental health providers when needed. In alignment with Positive Behavior Intervention Supports (PBIS), the school also uses a system of recognition and rewards to celebrate consistent attendance. Incentives include free dress days, monthly drawings, classroom shout-outs, and public celebrations during school assemblies - all designed to foster a positive and inclusive school culture where students feel seen and valued.

What sets Hunter's approach apart is the collective mindset behind *Attendance Matters*. Rather than limiting the responsibility to attendance officers or administrators, every adult on campus actively engages in the effort to promote consistent school presence. Teachers highlight the importance of daily attendance in class, support staff follow up with students they notice are frequently absent, and families are treated as partners in the shared goal of keeping students connected to learning. This deeply embedded, relational approach has been instrumental in driving the reductions in chronic absenteeism.

Hunter's 2024 results show what is possible when schools address absenteeism not as a compliance issue, but as a community-wide challenge that demands empathy, engagement, and collaboration. While the school continues to aim for alignment with the highest district standards, the current data shows that Hunter is not only improving attendance but also rebuilding trust, relationships, and academic consistency across its diverse student population. These practices will remain central to Hunter's continuous improvement strategy as it strives to ensure that every scholar has equitable access to their education, every day.

Our School Meets Criteria for Renewal Under Assembly Bill No. 1505

As the above data demonstrate, Hunter has achieved the statutory criteria for renewal under AB 1505. First, our school has "achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school" as stated in 47607.2 (b)(3)(A). This has been shown through DFS performance exceeding the Resident Schools Median, and by exceeding the i-Ready threshold of median typical growth schoolwide, across nearly all grade levels, and within nearly all numerically significant subgroups in both ELA and Math. Given our school's performance described above, it is evident that our school continues to be an important and outstanding school of choice within its neighborhood. However, we as a school community will continue our efforts to improve every year to ensure our scholars receive the education they deserve. We will continue to work strategically to continue to close the achievement gap that so many of our scholars come to us with, to ensure they leave ready to get to and through college.

Under the above-verified data and language from AB 1505, as well as the requirement written in 47607.2 (b)(2) that, "the chartering authority shall provide greater weight to performance on

measurements of academic performance in determining whether to grant a charter renewal," Hunter has met all criteria for renewal and must be granted a renewal term of five years.

Success of Key and/or Innovative Features of the Educational Program

The success of the below features has been analyzed above under School's Academic Performance.

Key or Innovative features of the Alliance educational program are as follows:

1. **High Expectations for All Students -** All students, including students in historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college. All students must pass the A-G college entrance course requirements with a grade of C or better to graduate and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college.

2. **Small Personalized Schools and Classrooms -** Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. Blended-learning classrooms, like those at Bloomfield, offer even more personalized and individualized instruction that targets individual student learning needs, takes them from where they are and accelerates their learning to where they need to be in order to graduate ready for success in college.

3. **Increased Instructional Time -** All students must have sufficient time in school to learn successfully. The school offers a longer school year and ongoing opportunities for extended learning time through intervention or enrichment to meet individual student needs. Daily learning time is structured in longer instructional blocks of time to allow for focused in-depth learning. Students will also have access to online resources, be able to replay online content, and access other features allowed by using technology, creating many out-of-classroom learning opportunities. Research demonstrates how increased learning time can lead to higher achievement.

4. **Highly Qualified Principals and Teachers –** All Alliance schools must have exemplary principals who are capable instructional leaders and entrepreneurs in managing resources, and who are given opportunities for ongoing leadership training. Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, these skills are at the forefront when selecting and developing teachers. Our teachers work in collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

5. **Working with Parents as Partners** - Parents at all Alliance schools are meaningfully

and actively engaged in their children's education. They have a right to choose to send their children to excellent high performing schools. Parents must be responsible and accountable for supporting their children's learning at school and at home. They must understand what it will take to prepare their children for college, and they are encouraged to support the goals of the school through their voice and through volunteering.

Success of School's Educational Program in Meeting Needs of Student Population

The success of the below program elements has been analyzed above under School's Academic Performance.

The educational program at Hunter is designed to ensure that all students, including those in numerically significant student groups (low-achieving, socioeconomically disadvantaged, students with disabilities, and students from other subgroups), receive the support necessary to meet or exceed academic standards.

Identification and Support for Low-Achieving Students:

- Early Identification and Monitoring: The school identifies low-achieving students through diagnostic assessments, state testing, and grades, with a focus on students earning below a C or showing academic deficiencies. Teachers and school leadership teams actively monitor this data, and interventions are put in place based on interim assessments and progress reports.
- Tailored Interventions: Low-achieving students are provided with targeted support in core subjects, such as English Language Arts (ELA) and math. Remediation and support classes are offered; and teachers use online digital content providers to supplement one-on-one instruction, alongside high dosage tutoring. This personalized approach allows the school to address the specific academic gaps of each student.
- Outcome Tracking: Success is measured through ongoing assessments, including state exams and formative assessments, with regular data analysis to evaluate the effectiveness of interventions. For example, over the past year, students in remediation and support classes demonstrated a 10% increase in proficiency rates in math and ELA compared to the previous year.

Support for Socioeconomically Disadvantaged and Low-Income Students:

- High Proportion of Low-Income Students: Approximately 95.9% of students at Hunter qualify for the federal lunch program, reflecting a student population that is predominantly socioeconomically disadvantaged.
- Targeted Academic Support: The school uses standards-based grading, scaffolded and differentiated learning, and after-school tutoring to ensure that low-income students receive the necessary academic support to succeed. Programs are designed

to meet the needs of students who enter the school behind grade level, with progress tracked through interim assessments and state exams.

- Academic Performance Monitoring: In addition to academic support programs, students' progress is evaluated through regular interim assessments, college readiness exams, and state exams. These measures help track student performance and inform necessary adjustments in instruction.
- Student Support Teams: To ensure that all students receive the support they need, the school utilizes a structured support process, led by a designated team or staff member, to identify and address the needs of students requiring additional assistance. This process is guided by multiple forms of data, including formative, summative, and standardized assessments, as well as input from teachers, staff, and administrators. The team regularly monitors student progress, collaborates to implement appropriate interventions and supports, and ensures ongoing communication and partnership with families throughout the process.

Support for Students with Disabilities:

- Child Find Obligation: Under the Individuals with Disabilities Education Act (IDEA), the school actively identifies, locates, and evaluates children who may have disabilities and require special education services. This process, known as Child Find, includes outreach to families, screening procedures, and collaboration with teachers to ensure early identification. If a student is suspected of having a disability, the school follows district protocols to initiate evaluations and determine eligibility for services.
- Specialized Services: Students with disabilities are provided with accommodations and support based on their Individualized Education Programs (IEPs). The school ensures that these students are supported through differentiated instruction, small group interventions, and specialized services, as outlined in district-required language.
- Inclusion Strategies: Students with disabilities participate in general education classrooms with appropriate accommodations or modifications. Teachers are trained in inclusive practices and differentiated instruction to ensure that students with disabilities can access the general curriculum effectively.
- Data Monitoring and Adjustment: Student progress is monitored regularly through IEP meetings, formative assessments, and teacher observations. This data helps guide the adjustments in instructional methods and support services, ensuring continuous growth for students with disabilities.

Support for Students from Other Subgroups (Foster Youth, Homeless Students, etc.):

- Identification and Coordination of Services: Foster youth, homeless students, and other related subgroups are identified during the enrollment process, and the school works closely with community agencies to provide tailored support. This includes tutoring, counseling, transportation, and coordination of services.
- COST Process for Tailored Support: The Coordination of Services Team (COST) process is used to develop individualized support plans for these students, involving school administrators, counselors, teachers, and relevant staff members. The team ensures that students receive the resources and assistance they need, including emotional and academic support.

- Regular Academic Evaluations: Academic performance for students in these subgroups is reviewed regularly. Adjustments to support services or curriculum are made as necessary, ensuring that students' specific needs are being met.

Support for English Learners:

- Supports for English Learners are outlined in the English Language Learner Network Plan

The educational program at Hunter successfully meets the needs of its diverse student population through early identification of at-risk students, personalized academic support, and a coordinated approach involving teachers, families, and community resources. With a strong focus on data-driven decision-making, targeted interventions, and continuous professional development, the school has seen measurable improvements in student outcomes across all subgroups. As a result, the charter school's educational program is effectively addressing the specific needs of its student population, including numerically significant groups, ensuring that all students have the opportunity to succeed academically.

Areas of Challenge and Improvement, Plans for Improvement

Continued Improvement in Math and ELA: Improving Math and ELA achievement remains a central priority at Kory Hunter Middle School. In recent years, we have addressed post-COVID learning loss through targeted interventions, consistent reteaching cycles, and data-driven instruction. The most impactful shifts include the integration of SBAC-aligned interim assessments, high-dosage tutoring, and strategic support for English Learners and Students With Disabilities, who have scored consistently lower on the SBAC over the past years across both content areas. Our next phase of work focuses on accelerating proficiency across all student groups to ensure continued growth aligned with LAUSD and state benchmarks. To continue to close the performance gap with the state and the scholars we serve, we will be taking the following steps to improve our supports in the 2025-26 school year:

- Math Foundation Classes for Each Grade Level: Starting next school year, all grade levels will offer Math Foundations classes to provide targeted support in essential math skills. These courses are designed to strengthen scholars' number sense, fluency, and conceptual understanding, ensuring they are prepared for grade-level content and SBAC success. Each class will focus on filling skill gaps identified through diagnostic assessments like i-Ready and ICA/IABs. Math Foundations will be scheduled as an additional support period, with small group instruction, scaffolded practice, and regular progress monitoring. The goal is to build confidence, close learning gaps, and accelerate growth for scholars who need extra support in math.

- Math Yogis: We will continue to implement Math Yogis as a supplemental support program to strengthen foundational math skills, reinforce their practice from their math classes, and build scholar confidence. Designed to target key learning gaps from the summer and prior year, Math Yogis will provide engaging, movement-based math

activities, fluency practice, and small group instruction.

- Course Mojo Adoption for all ELA Classes: Beginning next school year, all ELA classes will fully implement CourseMojo as the core instructional platform. This shift supports stronger alignment to standards, real-time data use, and more engaging instruction. Teachers will use CourseMojo daily for lessons, assignments, and assessments, with training provided to ensure effective use. Weekly professional learning communities will review CourseMojo data to guide instruction and interventions. Scholars will set goals based on their progress, and families will be introduced to the platform through onboarding sessions. Regular classroom walkthroughs will monitor fidelity, with a designated CourseMojo Lead supporting implementation and improvement. This transition aims to boost literacy outcomes and increase student achievement in ELA.

- To support Students with Disabilities, we will double down on several recently implemented, targeted supports:
    - Teacher Professional Development
        - Universal Design for Learning: Removing Barriers, focusing on how to increase access points and remove obstacles in instruction and assessment.
        - Individualizing IEP accommodations and embedding them directly into Intellectual Preparation and lesson planning.
    - Resource Specialist Teachers will continue to meet regularly with general education teachers to review intellectual preparation, including lesson planning, accommodations, and exam formatting, with a goal of increasing the quality of planning.
    - We will continue to host quarterly SpED Parent Nights focused on building home-school partnerships, with practical strategies families can use to support reading and math at home.
    - In the co-taught ELA and Math classrooms, teachers will be supported to better use data (i-Ready diagnostics, interims, quizzes, and classroom assessments) to group students and implement rotational stations, allowing for targeted small-group instruction tailored to student needs.
    - In addition, teachers will be supported to implement these SWD-aligned classroom supports:
        - Provide sentence frames and graphic organizers to support written responses
        - Use visuals, manipulatives, and models to strengthen conceptual understanding in Math
        - Pre-teach key vocabulary and concepts before whole-group instruction
        - Break down multi-step tasks and provide checklists or step-by-step guides
        - Offer frequent checks for understanding and reteach in small groups when needed
        - Use assistive technology tools (e.g., text-to-speech, speech-to-text) when appropriate
        - Give extended time and reduce the length of assignments without changing rigor
        - Offer choices for how students demonstrate learning (e.g., verbal

response, visual project, written work)
- Build in frequent movement or brain breaks to support focus and regulation
- Maintain clear and consistent routines, visuals, and expectations in the classroom

English Learner Progress: Although our English Learners made very good progress in 2023, which exceeded the LAUSD Home School, LAUSD, and the State as a whole, our progress has declined in 2024. However, it is notable that this metric is one of the most volatile of any on the CA School Dashboard, and we anticipate significant improvement in 2025.

English Learner Progress - 2023	
School	**EL**
Hunter	**73.1%**
LAUSD Home School	**75.3%**
LAUSD	**48.4%**
State	**48.7%**

English Learner Progress - 2024		
School	**EL**	**LTEL**
Hunter	**29.5%**	**25.0%**
LAUSD Home School	**55.5%**	**61.8%**
Resident Schools Median	**50.0%**	**57.5%**
LAUSD	**47.5%**	**50.4%**
State	**45.7%**	**45.8%**

Although this metric is very volatile, we take last year's decline seriously and are taking steps to address it. While Hunter Middle School's English Learners (ELs) demonstrated significant academic gains in 2023, surpassing the performance of the LAUSD Home School, LAUSD, and the state average, we experienced a decline in progress in 2024. This shift aligns with a pivotal programmatic transition that impacted the delivery of EL supports across our campus.

During the 2023 school year, our EL strategy benefited from a dedicated ELD Coordinator who led implementation of language development initiatives and supported teachers through coaching and data monitoring. In 2024, however, we transitioned to a new structure in which our Assistant Principal assumed the additional role of ELD Lead. While this model offered opportunities for stronger integration between schoolwide priorities and EL support, it also required a steep learning curve in mastering the nuances of English Language Development leadership.

In response, we committed to building the necessary capacity across the leadership and instructional teams. During the summer of 2024, our staff engaged in targeted professional

development to strengthen both foundational and advanced practices in ELD. Sessions focused on embedded scaffolding, differentiated supports, and strategies for supporting the language domains - particularly reading, writing, listening, and speaking - in general education classrooms.

One of the most impactful shifts in practice was the adoption of a new ELD curriculum, which was not only implemented in designated ELD settings but also shared with Advisory teachers across grade levels. This intentional cross-training allowed general education teachers to practice and model the same strategies, including close reading routines, the use of sentence frames, and structured opportunities for academic discourse. As a result, teachers were able to encourage the speaking domain for English Learners in everyday classroom instruction, ensuring consistency and reinforcement of skills across the school day.

To monitor and support these shifts, we also launched weekly instructional walkthroughs with a focus on language supports in lesson delivery. These walkthroughs offered real-time feedback and coaching to ensure that language objectives and scaffolds were clearly embedded in content instruction. Furthermore, we refined our Intellectual Preparation (IP) process to include planning for language supports, requiring teachers to incorporate sentence stems, targeted vocabulary, and structured speaking opportunities that are accessible for all learners, particularly ELs.

Though 2024 marked a period of transition, it also represented a year of reflection, retooling, and strategic investment. The foundational structures put in place - leadership development, new curriculum rollout, instructional alignment through Advisory, and deeper professional development - are already positioning us for stronger English Learner outcomes in 2025. We remain committed to ensuring our EL scholars are not only supported but empowered to thrive across all language domains, in every classroom.

For the 2025-26 school year, the English Language Development (ELD) program at Kory Hunter Middle School will be adopting new curricula. Previously, we used the Alliance-curated curriculum for 7th and 8th graders and the Just Words curriculum for incoming 6th graders. After conducting a series of walkthroughs and classroom observations, gathering feedback from ELD teachers, and analyzing student data, we decided to explore curricula better suited to advancing English language acquisition for our Multilingual Learners (MLLs).

We partnered with two curriculum providers, Really Great Reading and EL Achieve. Through Really Great Reading, we will implement the HD Words curriculum, which focuses on building fluency and comprehension to support MLLs who are still developing foundational reading skills. For the remaining MLLs, we will adopt the Systematic ELD curriculum from EL Achieve. This program groups students based on their English proficiency levels rather than by grade, allowing instruction to be more targeted and effective.

This new approach will give our English learners tailored opportunities to learn and practice the foundational language skills necessary to understand how English works. Our teachers will receive ongoing support from the curriculum development team, including staff from our home office and the ELD coordinator.

Suspension Rates Lower Than the State

The scholar supports present at Hunter are demonstrated by suspension rates, as our school supports all students with counseling, social-emotional learning, and a well-implemented system of Positive Behavioral Interventions and Supports. In a subgroup analysis, the suspension rate at Hunter is lower than the state as a whole for all numerically significant subgroups. However, when the Resident Schools Median is examined, this surfaces that there is room for growth in this metric for Hunter as well.

Suspension Rate - by Subgroup						
School	All Students	AA/Black	EL	SWD	Latine	SocEcon Disadv
Hunter	1.2%	0.0%	1.4%	0.0%	1.3%	1.3%
Resident Schools Median	1.1%	Not Provided	0.4%	2.5%	0.6%	1.1%
State	3.2%	8.4%	3.4%	5.4%	3.4%	4.0%

In the 2024 school year, Hunter Middle School continued to implement a restorative and student-centered approach to discipline, resulting in a commendably low overall suspension rate of 1.2%. While slightly higher than the rates at the LAUSD Home School (0.3%) and the LAUSD average (0.4%), Hunter's rate remains significantly below the statewide average of 3.2%, reflecting the school's deep commitment to minimizing exclusionary discipline and promoting positive behavior in alignment with equity-centered practices.

A critical component of this success has been Hunter's consistent investment in professional development for both teachers and the leadership team. Following a detailed analysis of student behavior data, the school designed training sessions to support culturally responsive behavior management, de-escalation strategies, and trauma-informed approaches. These efforts have built a shared language and toolkit among staff, promoting consistency and compassion in managing student behavior. Concurrently, Hunter leveraged town halls with students and parents to build trust, listen to community concerns, and co-create expectations that reflect the lived realities of the school's diverse student body.

Hunter's Deans and the Attendance Matters Team work in close coordination to provide equitable and preventative support to students, particularly those facing chronic attendance and Tier 3 behavioral challenges. Rather than relying on exclusionary discipline, the school emphasizes restorative practices that allow students to reflect on their actions, repair harm, and remain engaged with their education. Alternatives to suspension include student-led reflection projects addressing topics such as substance abuse awareness, social media safety, and mental wellness. These projects encourage accountability while equipping students with tools to manage behavior constructively.

A cornerstone of this inclusive approach is the Black Scholars Achieve initiative, launched in Fall 2024 to specifically support the success of Black and African American scholars at Hunter. This initiative has served as a critical conduit between the school, students, and families, strengthening relationships and creating shared accountability for academic and behavioral outcomes. Through monthly meetings, the school has provided intentional space to hear directly from students and their families, identify challenges, and celebrate successes.

This committee has focused on addressing key indicators such as chronic absenteeism, academic performance, retention, and enrollment. The open dialogue and family engagement have contributed to a lower suspension rate among Black students and helped the school proactively respond to student needs. The meetings will continue into Spring 2025, with an expanded emphasis on maximizing academic performance and deepening school-home partnerships.

The effectiveness of these interventions is also reflected in subgroup suspension data. Students with Disabilities (SWDs) had a suspension rate of 0.0%, outperforming both LAUSD's 0.7% and the statewide average. English Learners (ELs) posted a suspension rate of 1.4%, which, although higher than LAUSD's 0.3%, remains significantly lower than the state average of 3.4%, indicating thoughtful support tailored to this subgroup. Latine students, the largest demographic at Hunter, experienced a suspension rate of 1.3%, exceeding the LAUSD average but remaining well below statewide levels. Likewise, socioeconomically disadvantaged students recorded a suspension rate of 1.3%, again showing strong performance relative to the state.

Beyond discipline, Hunter emphasizes the importance of school attendance and consistent engagement. All students, regardless of behavioral concerns, are encouraged to attend school daily and participate in learning. Incentives such as free dress days, attendance awards, and monthly prizes are used to motivate students and promote a culture of belonging. This layered, supportive model - combining restorative discipline, data-informed practices, and culturally responsive initiatives like Black Scholars Achieve - has positioned Hunter as a safe, inclusive, and equity-focused learning environment.

While there is ongoing work to align more closely with LAUSD averages, the 2024 data and implementation of schoolwide behavioral supports clearly illustrate Hunter's progress. The school remains committed to ensuring all scholars, particularly those from historically underserved backgrounds, have access to the structure, relationships, and resources they need to thrive.

Student Population to be Served

Target Student Population

The Florence-Firestone neighborhood in South Los Angeles is a vibrant, historically underserved community with deep cultural roots and a strong sense of resilience. Home to more than 60,000 residents - primarily Black and Latinx families - the area has faced decades of systemic disinvestment, limited access to resources, and economic hardship. Many families continue to navigate challenges related to poverty, housing insecurity, and underemployment, while also demonstrating unwavering commitment to the success of their children and community.

Statistically, the need is clear: the median household income in Florence-Firestone is approximately $53,500, well below the Los Angeles County median. Over 67% of children live below 200% of the federal poverty level, which translates into daily struggles around housing, healthcare, and academic support. Additionally, just 2.8% of local residents hold a bachelor's degree, and a high percentage of adults have not completed high school. With nearly 85% of households speaking primarily Spanish, the neighborhood reflects a rich multilingual identity, but also signals the need for sustained investment in literacy, language access, and educational attainment.

Positioned at the heart of Florence-Firestone, Hunter is uniquely equipped to support scholars through high-quality, student-centered instruction; holistic supports; and meaningful community partnerships. Our work is grounded in the belief that educational equity, when combined with authentic community collaboration, can disrupt systemic inequities and unlock the full potential of every child we serve. Our school is located in the Florence-Firestone area of South Los Angeles, which is comprised of residential homes, government housing, small businesses, and some commercial businesses. The Florence-Firestone area covers 3.58 square miles and holds close to 17,000 people per square mile. This is considered to be amongst the densest areas in the country, and means that Hunter draws the majority of its students from the neighborhoods surrounding 58th Street and Compton Avenue.

Hunter currently serves 465 students in the 2024-25 school year. The student population is 95.7% Hispanic/Latino and 2.4% Black/African-American. 25.6% of the students are English Language Learners, and 9.9% are Students With Disabilities. On average, the students we serve start their academic careers with us three grade levels behind in academic achievement.

Our work is grounded in the belief that when schools partner authentically with their communities, transformational outcomes are possible. Kory Hunter Middle School stands as both a safe haven and a launchpad - where students are supported, families are heard, and the future is shaped by the collective power of education and community collaboration.
In addition, Kory Hunter Middle School has strategically developed and nurtured a network of partnerships to ensure that our scholars and families are supported academically, socially, and emotionally, both on and off campus. Our commitment to being a true community school is reflected in the relationships we've built with civic leaders, service providers, and nonprofit organizations that share our vision of equity, access, and opportunity.

We have partnered multiple times with the office of Los Angeles County Supervisor Holly Mitchell, engaging in community forums and hosting town halls that address pressing local issues such as neighborhood revitalization, environmental justice, and the homelessness crisis affecting South Los Angeles. These events have empowered families to advocate for safer, cleaner neighborhoods and connect with local resources. Recognizing the growing number of families impacted by housing instability, we have also built a strong relationship with HOPICS (Homeless Outreach Program Integrated Care System) to provide wraparound services, including immediate shelter placement and interim housing. Through this partnership, families in crisis have been able to access timely support and continue their children's education without disruption.

In our efforts to foster safety and belonging, we have worked with the L.A. County Sheriff's Department to create a proactive model of positive community policing. Rather than only

interacting with law enforcement during times of crisis, our scholars engage with deputies through mentorship-driven programs, including co-ed sports leagues, school musicals and plays, and educational field trips that build trust and promote leadership, teamwork, and alternatives to negative influences. This initiative is part of our broader commitment to dismantling the school-to-prison pipeline and replacing it with meaningful engagement.

Our school has also expanded access to 21st-century learning opportunities through partnerships with innovation-driven organizations like the SoLa Foundation. Through this collaboration, students have participated in robotics and STEM competitions, video game design and coding workshops, and summer programs that center STEAM exploration and career readiness. These programs not only develop technical skills but also increase students' confidence, collaboration, and creative problem-solving, particularly for scholars who have historically been underrepresented in STEM fields.

Equally vital to our whole-child approach is our partnership with After-School All-Stars, which offers a comprehensive suite of after-school enrichment programming, including athletics, visual and performing arts, leadership development, and social-emotional learning clubs. More than 40% of our students are enrolled in year-round programming, including summer, and every scholar has access to before- and after-school activities designed to promote engagement, connection, and academic success.

Together, these partnerships demonstrate our unwavering commitment to transforming Kory Hunter Middle School into a hub of support, innovation, and empowerment, where scholars are not only prepared for academic achievement but also connected to a thriving ecosystem of opportunity within the greater Florence-Firestone community.

Goals and Philosophy

Vision Statement

We exist to relentlessly disrupt oppressive and isolating systems that seek to silence the voice of agency by courageously unifying all members of the community to focus on learning and drive actualization restoratively, lovingly, and with empathy. At Kory Hunter Middle School, we believe that education is more than academics - it is a vehicle for transformation. We are more than just an educational program; we are a community of care and purpose, committed to nurturing the full potential of every student by supporting the whole child, their family, and the environment they navigate each day. Our vision is to relentlessly disrupt barriers to equity by creating a school culture that prioritizes academic excellence, emotional wellness, college readiness, and generational empowerment.

Mission Statement

At Alliance Kory Hunter Middle School, our mission is to serve as a trusted staple within the Florence-Firestone community by preparing 21st-century students to thrive in high school, college, and life. As part of the Alliance College-Ready Public Schools network, we share a collective commitment to increasing college completion rates among historically marginalized communities across Los Angeles. We believe deeply in the brilliance of our scholars and the resilience of our community. Through equitable access to rigorous, high-quality instruction, student-centered support systems, and a culture rooted in pride, respect, integrity, determination, and empathy, we meet the individualized needs of all students and their families. Our goal is to develop well-rounded, empowered learners who are prepared for the academic, social, and emotional challenges ahead and equipped to shape their own futures.

Our school is a safe and harmonious educational environment that prepares all students to realize their full potential and to eventually be admitted, attend, and graduate from college. We are committed to helping all students by providing educational opportunities and support to prepare them for the rigors of college and life afterwards. Kory Hunter Middle School aims to serve as a staple within the Florence-Firestone community by preparing 21st-century students to be successful in college and life. We believe in the power and impact of student-centered support systems and a school culture based on pride, respect, integrity, compassion, and empowerment. We place these principles at the center of all that we do in order to meet the individualized needs of all students and their families while facilitating the creation of well-rounded students prepared for the challenges of high school, college, and beyond.

Kory Hunter has placed an emphasis on hands-on learning and launched our STEM program for middle schoolers. STEM education also prepares students for many of the occupations that are key to a stronger 21st-century economy, especially in our post-pandemic era. Software developers, medical professionals, industrial machinery mechanics, computer support specialists, electricians, cybersecurity analysts, and dozens of other in-demand workers need extensive STEM knowledge and problem-solving skills. To prepare for these jobs, students need a strong foundation in middle school so they can excel in the next stages of their education and the future workforce.

Characteristics of an Educated Person in the 21st Century

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/ economic studies, the use of technology, and personal work habits in order to succeed in a modern college education and in a career within the global economy.

A well-educated person recognizes that the world is constantly changing, and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, that talent can be turned into true skill, and that all human beings are equal and important.

The Hunter curriculum, instructional methodology, and environment are designed to instill and develop these skills in our students so that they can achieve success in college and in their chosen careers, and can continue to be self-directed learners, highly skilled critical thinkers, and effective communicators throughout their lives.

How Learning Best Occurs

At Hunter, we believe that exceptional teaching is at the heart of student success in high school, college, and beyond. Every day, with every student, we exemplify this belief through the academic commitments below. We believe learning occurs best when classrooms are characterized by the attributes below, as described in our Alliance Core Rubric:

CULTURE OF LEARNING: Our students thrive in classrooms that are joyful, inclusive, and affirming.

- Teachers create a learning environment where every student feels respected and seen, supported by clear expectations, positive routines, and culturally responsive practices.
- Students are engaged from start to finish, taking part in a learning community that values their identities and voices.
- Students feel a sense of belonging and bring their full selves into the classroom, confidently collaborating with peers and actively participating in their learning.

ESSENTIAL CONTENT: Our students grow when challenged with rigorous, relevant content, building strong learning habits and life skills.

- Teachers design instruction aligned to grade-level standards and language objectives, using high-quality materials that reflect the diversity of their students. Through multiple access points and consistent language development, instruction supports all learners in engaging deeply with complex ideas.
- Teachers use data to strategically tailor instruction based on what their students need, keeping the bar for academic rigor high.
- Students build academic vocabulary, make meaning across content areas, and see their cultures and languages reflected in what they learn.

SCHOLAR OWNERSHIP: Through meaningful peer interaction and use of academic language, our students are empowered to express and refine their thinking while learning from one another.

- Teachers structure lessons so that students take on the cognitive lift - reading, writing, problem-solving, discussing, and analyzing with purpose.
- Students engage in rigorous work, productively collaborate, and take responsibility for

their learning by grappling with challenges and building on feedback.
- Students employ a variety of tools and strategies, including technology, to accelerate their learning, build knowledge and skills, and obtain feedback on their performance.

DEMONSTRATION OF LEARNING: Our students succeed when they can show what they know and use feedback to grow.
- Teachers design learning experiences that allow students to demonstrate understanding through academic language, writing, and performance tasks.
- Teachers provide ongoing feedback that celebrates progress and clarifies next steps toward mastery.
- Students reflect on their learning, revise their thinking, and use multiple forms of evidence to show their progress toward rigorous content and language goals.

Life-Long Learners

LCAP Goal	Become and Remain Self-Motivated, Competent, and Lifelong Learners
Goal 1: All scholars have access to the personnel and resources that they need to support learning, including quality teachers and administrators, in-classroom assistance, well-maintained facilities, and a well-operated school environment	In order to support students' academic growth and socioemotional wellbeing, they must have access to the necessary learning environment and resources.
Goal 2: All scholars have access to a robust instructional program that supports scholar achievement.	In order to allow our students to meet their potential, they must have access to a strong instructional program.
Goal 3: All parents are provided meaningful involvement opportunities to support their child's education at home and at school.	By engaging parents in their children's school experience, they are able to provide valuable insights to support learning and emotional wellbeing.
Goal 4: All scholars and staff have a voice and feel supported within their school community through a shared decision-making process, clear expectations, and a discipline process grounded in positive behavior interventions.	By ensuring all students feel engaged and supported, our school enables them to grow to their potential.
Goal 5: Promote a college-going culture with a focus on supporting each scholar's journey to and through college	By focusing on a college-going culture, rather than just academics, our school enables our students to gain the tools for long-term success

LCFF State Priorities

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

GOAL #1

Basic Services - *All scholars have access to the personnel and resources that they need to support learning, including quality teachers and administrators, in-classroom assistance, well-maintained facilities, and a well-operated school environment. (Aligned to Basic Services State priority)*

Related State Priorities:

☒ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

1. ***Instructional Materials and Technology -*** *Ensure that all scholars have access to rigorous, standards-aligned instructional materials and technology to support academic achievement.*
2. ***Teachers and In-Classroom Assistance -*** *Ensure that scholars have access to teachers that are appropriately assigned in all classrooms as well as in-classroom assistance.*
3. ***Administrative Support -*** *Provide adequate administrative support to ensure a safe and orderly environment that supports the instruction of rigorous academic standards.*
4. ***Maintenance and Operations -*** *Maintain adequate support, resources, and supplies to ensure a safe, clean, and orderly campus and to operate the site effectively.*
5. ***Professional Development -*** *Provide teachers, staff, and administration access to high-quality professional development, including regular observations, feedback, and coaching.*
6. ***Teacher and Staff Recruitment -*** *Effectively recruit highly effective teachers and staff to support positive academic outcomes for our scholars.*
7. ***Counseling Services -*** *Provide scholars with counseling services to provide academic and socio-emotional support.*
8. ***English Learner Support -*** *Ensure that English Learners receive in-classroom assistance, appropriate interventions, and maintain programs to support their academic growth and needs, with a focus on supports for Long-Term English Learners. Additional intervention supports will be implemented for struggling English Learners due to this school receiving a Color Rating of Red in the English Learner Progress indicator on the 2023 California School Dashboard.*
9. ***Students with Disabilities Support -*** *Ensure that scholars with Disabilities receive in-classroom assistance and maintain programs to support their academic growth and needs.*
10. ***Improved Student to Certificated Staff Ratio -*** *Ensure that scholars are provided with reduced class sizes and a high level of direct support from site administrators and other certificated staff.*

Expected Annual Measurable Outcomes

Outcome #1: Access to Standards-Aligned Instructional Materials
Metric/Method for Measuring: Percentage of Students with Access to Standards-Aligned Instructional Materials (as of November)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Facilities in Good Repair

Metric/Method for Measuring: Number of Instances in which Facilities Do Not Meet the "Good Repair" Standard

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Long-Term English Learner Students	0	0	0	0	0	0
Socioeconomically Disadvantaged Students	0	0	0	0	0	0
Foster Youth	*	*	*	*	*	*
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: Teachers Fully Credentialed

Metric/Method for Measuring: Percentage of Fully-Credentialed Teachers (as of November)

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%

Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Teachers Appropriately Assigned
Metric/Method for Measuring: Percentage of Appropriately Assigned Teachers (as of November)

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	96%	95%	95%	95%	95%	95%
English Learners	96%	95%	95%	95%	95%	95%
Long-Term English Learner Students	96%	95%	95%	95%	95%	95%
Socioeconomically Disadvantaged Students	96%	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	96%	95%	95%	95%	95%	95%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	96%	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #2

Instructional Program - *All scholars have access to a robust instructional program and broad course of study that supports achievement (Aligned to Pupil Achievement, Course Access, and State Standards State priorities)*

Related State Priorities:

☐ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

1. ***Mathematical Instructional Strategy -*** *Ensure that, each day, scholars are working toward a clearly identified mathematical concept through 1-2 core tasks for each lesson, all of which are identified in intellectual preparation, and are actively discussing the math with their peers. Moreover, Math teachers will structure and guide the discussion of core tasks so that scholars demonstrate mastery of the mathematical concept by the end of the lesson as well as provide scaffolds and supports that allow English Learners, scholars with Disabilities, and struggling scholars to access the core tasks and participate in academic discussions in a meaningful way.*
2. ***English Language Arts Instructional Strategies -*** *Ensure that, each day, scholars read and analyze grade-level complex texts and engage, through discussion and/or writing, with strategically sequenced text-dependent questions ("TDQ") that lead them to the big ideas and key understandings of the text, topic, and/or author's craft. Moreover, ELA teachers will provide scaffolds and supports that allow English Learners, scholars with Disabilities, and struggling scholars to access the text and participate in academic discussions in a meaningful way.*
3. ***Instructional Materials and Technology -*** *Ensure that all scholars have access to rigorous, standards-aligned instructional materials and technology to support academic achievement.*
4. ***Additional Academic Supports -*** *Provide scholars with additional academic support outside of their core classes.*
5. ***Accelerated Courses and Enrichment Opportunities -*** *Ensure all scholars have access to a robust offering of accelerated courses and enrichment opportunities.*
6. ***Academic Rewards and Incentives -*** *Provide scholars with rewards and incentives to promote positive academic performance.*

Expected Annual Measurable Outcomes

Outcome #1: Implement State Standards

Metric/Method for Measuring: Percentage of Implemented or Fully Implemented Standards on the California Dashboard Reflection Tool Regarding the Implementation of Academic Standards

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

White Students	*	*	*	*	*	*

Outcome #2: English Language Arts
Metric/Method for Measuring: California Dashboard English Language Arts (ELA) Indicator Status

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Orange	Orange	Yellow	Yellow	Green	Green
English Learners	Red	Red	Orange	Orange	Yellow	Yellow
Long-Term English Learner Students	Red	Red	Orange	Orange	Yellow	Yellow
Socioeconomically Disadvantaged Students	Orange	Orange	Yellow	Yellow	Green	Green
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Red	Red	Orange	Orange	Yellow	Yellow
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Orange	Orange	Yellow	Yellow	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Mathematics
Metric/Method for Measuring: California Dashboard Mathematics Indicator Status

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Orange	Orange	Yellow	Yellow	Green	Green
English Learners	Red	Red	Orange	Orange	Yellow	Yellow
Long-Term English Learner Students	Red	Red	Orange	Orange	Yellow	Yellow
Socioeconomically Disadvantaged Students	Red	Red	Orange	Orange	Yellow	Yellow
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Red	Red	Orange	Orange	Yellow	Yellow
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Orange	Orange	Yellow	Yellow	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Science
Metric/Method for Measuring: Percentage of Students Meeting or Exceeding Standards on the California Science Test (CAST)

Applicable	Baseline	Year 1 of	Year 2 of	Year 3 of	Year 4 of	Year 5 of

Student Groups		Term	Term	Term	Term	Term
All Students (Schoolwide)	15.33%	20%	20%	25%	25%	30%
English Learners	0%	5%	5%	10%	10%	15%
Long-Term English Learner Students	0%	5%	5%	10%	10%	15%
Socioeconomically Disadvantaged Students	15.27%	20%	20%	25%	25%	30%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	5%	5%	10%	10%	15%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	14.69%	20%	20%	25%	25%	30%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: English Learner Progress
Metric/Method for Measuring: California Dashboard English Learner Progress Indicator Status

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	Red	Red	Yellow	Yellow	Green	Green
Long-Term English Learner Students	Red	Red	Yellow	Yellow	Green	Green
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Course Access
Metric/Method for Measuring: Percentage of Students with Disabilities Who Are in the General Education for at Least 80% of the Day

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*

Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #3

Families as Partners - *All parents are provided meaningful involvement opportunities to support their child's education at home and at school. (Aligned to Parental Involvement State priority)*

Related State Priorities:

☐ 1 ☐ 4 ☐ 7

☐ 2 ☐ 5 ☐ 8

☒ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

1. ***Parent Engagement Resources -*** *Provide support and resources for parent engagement events and parent communication*
2. ***Educational Partner Decision-Making -*** *Parents are invited to attend and take part in decision-making and governance structures, including the parents of English Learners, scholars with Disabilities, and special subgroups*
3. ***Parent Engagement Specialist -*** *Maintain a Parent Engagement Specialist to provide support to parents, including translation and communication about engagement events*
4. ***Parent Engagement for Academic Performance -*** *Parents are informed of academic performance and are engaged meaningfully in methods to support their scholars' academic achievement*
5. ***Parent Engagement for College and Career Readiness -*** *Parents are engaged meaningfully in supporting their scholars to be college and career ready through a variety of engagement activities*
6. ***Parent Engagement for Extracurricular Involvement -*** *Parents attend activities supporting their child's extracurricular involvement*
7. ***Parent Engagement for Behavior, Attendance, and Academic Interventions -*** *Parents are invited to engage with school staff to support scholar behavior and attendance as well as academic interventions*

Expected Annual Measurable Outcomes

Outcome #1: Parent Engagement

Metric/Method for Measuring: Percentage of Households Attending 2 or More Parent Engagement Events

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	61.99%	65%	65%	70%	70%	75%
English Learners	59.2%	65%	65%	70%	70%	75%
Long-Term English Learner Students	58.7%	65%	65%	70%	70%	75%
Socioeconomically Disadvantaged Students	60.5%	65%	65%	70%	70%	75%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	59.8%	65%	65%	70%	70%	75%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	60.61%	65%	65%	70%	70%	75%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Parent Engagement
Metric/Method for Measuring: Number of Parent Engagement Events Offered by the School

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	42	42	42	42	42	42
English Learners	42	42	42	42	42	42
Long-Term English Learner Students	42	42	42	42	42	42
Socioeconomically Disadvantaged Students	42	42	42	42	42	42
Foster Youth	*	*	*	*	*	*
Students with Disabilities	42	42	42	42	42	42
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	42	42	42	42	42	42
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Parent Satisfaction
Metric/Method for Measuring: Percentage of Respondents who Indicated that They Agreed or Strongly Agreed on the Parent Satisfaction Survey that This School Provides Regular Opportunities (e.g Workshops) for Them to Learn How to Help their Child Succeed in School

Applicable	Baseline	Year 1 of	Year 2 of	Year 3 of	Year 4 of	Year 5 of

STUDENT GROUPS		Term	Term	Term	Term	Term
All Students (Schoolwide)	98%	98%	98%	98%	98%	98%
English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Parent Satisfaction

Metric/Method for Measuring: Percentage of Respondents who Indicated that They Agreed or Strongly Agreed on the Parent Satisfaction Survey that They Would Recommend this School to Another Family and/or to Someone Else they Care About

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	97%	97%	97%	97%	97%	97%
English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Parent Satisfaction

Metric/Method for Measuring: Percentage of Respondents who Indicated that They Agreed or Strongly Agreed on the Parent Satisfaction Survey that the School Solicits their Input for Important Decisions

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%

English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #4

Scholar Culture, Staff Culture, and Engagement - *All scholars and staff are supported through a positive school culture and are engaged meaningfully. (Aligned to Pupil Engagement and School Climate State priorities, which are categorized under Engagement)*

Related State Priorities:

☐ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☐ 3 ☒ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

1. ***Scholar and Staff Voice and Decision-Making -*** *Maintain a focus on school culture through agreed norms, routines, and systems to capture scholar and staff voice in the decision-making process. Students who struggle with attendance will be supported with appropriate interventions*
2. ***Uniforms -*** *Provide uniforms to all scholars to promote an inclusive and equitable school environment*
3. ***Socio-Emotional and Academic Needs Support -*** *Maintain personnel to support the socio-emotional and academic needs of scholars and to promote a positive school environment. Restorative practices and alternatives to suspension will be available to all students.*
4. ***Community and Culture Building Activities -*** *Provide scholars and staff with opportunities to participate in community and culture building activities as well as positive incentives and rewards to promote a healthy school culture and attendance*

Expected Annual Measurable Outcomes

Outcome #1: Attendance

Metric/Method for Measuring: Average Daily Attendance Rate

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	95.7%	96%	96%	96%	96%	96%

English Learners	95%	96%	96%	96%	96%	96%
Long-Term English Learner Students	93.8%	96%	96%	96%	96%	96%
Socioeconomically Disadvantaged Students	95.1%	96%	96%	96%	96%	96%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	95.5%	96%	96%	96%	96%	96%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	95.2%	96%	96%	96%	96%	96%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Chronic Absenteeism

Metric/Method for Measuring: California Dashboard Chronic Absenteeism Indicator Status

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Yellow	Yellow	Green	Green	Green	Green
English Learners	Yellow	Yellow	Green	Green	Green	Green
Long-Term English Learner Students	Yellow	Yellow	Green	Green	Green	Green
Socioeconomically Disadvantaged Students	Yellow	Yellow	Green	Green	Green	Green
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Yellow	Yellow	Green	Green	Green	Green
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Yellow	Yellow	Green	Green	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Suspension

Metric/Method for Measuring: California Dashboard Suspension Indicator Status

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	Blue	Green	Green	Green	Green	Green
English Learners	Green	Green	Green	Green	Green	Green
Long-Term English Learner Students	Green	Green	Green	Green	Green	Green
Socioeconomically Disadvantaged Students	Blue	Green	Green	Green	Green	Green
Foster Youth	*	*	*	*	*	*

Students with Disabilities	Blue	Green	Green	Green	Green	Green
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	Green	Green	Green	Green	Green	Green
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Expulsion
Metric/Method for Measuring: Expulsion Rate

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Long-Term English Learner Students	0%	0%	0%	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*
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 #5: Staff Satisfaction
Metric/Method for Measuring: Percentage of Staff who Indicated that They Agreed or Strongly Agreed Overall on the End of Year Staff Satisfaction Survey

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	69%	74%	74%	79%	79%	84%
English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

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

Outcome #6: Scholar Satisfaction

Metric/Method for Measuring: Percentage of Scholars who Indicated that They Agreed or Strongly Agreed Overall That They Would Recommend this School to Another Student

APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	74%	79%	79%	84%	84%	86%
English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

GOAL #5

College Success - *Promote a college-going culture with a focus on supporting each scholar's journey to and through college. (Aligned to Other Pupil Outcomes State priority)*

Related State Priorities:

☐ 1 ☐ 4 ☐ 7

☐ 2 ☐ 5 ☒ 8

☐ 3 ☐ 6

Local Priorities:

☐:

☐:

Specific Annual Actions to Achieve Goal

1. ***College Preparation -*** *Ensure that scholars are prepared to apply and matriculate to their best match schools by grade 12, representing the culmination of preparation from grades 6-11. Moreover, ensure that the college success administrative lead supports and develops the Counseling team to do their best work.*
2. ***College Tours/Field Trips -*** *Provide scholars with the opportunity to participate in college tours/field trips in order to promote a college-going culture*

3. ***College-Focused Resources and Enrichment Activities -*** *Provide scholars with access to resources and enrichment activities to support college awareness and their process toward college admissions*

Expected Annual Measurable Outcomes

Outcome #1: Parent Satisfaction

Metric/Method for Measuring: Percentage of Respondents who Indicated that They Agreed or Strongly Agreed on the Parent Satisfaction Survey that the School Prepares their Child for Success in College

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	99%	99%	99%	99%	99%	99%
English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Scholar Satisfaction

Metric/Method for Measuring: Percentage of Scholars who Indicated that They Agreed or Strongly Agreed on the End of Year Scholar Satisfaction Survey that the School is Preparing them for Success in College

Applicable Student Groups	Baseline	Year 1 of Term	Year 2 of Term	Year 3 of Term	Year 4 of Term	Year 5 of Term
All Students (Schoolwide)	86%	88%	88%	90%	90%	92%
English Learners	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Instructional Design

Curricular and Instructional Design

The educational model for curriculum and instruction at Hunter is guided by our key program elements, our beliefs about how learning best occurs and by best practices researched in high performing high schools[2] that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for Hunter's curriculum are student-centered and are in accordance with accountability for meeting or exceeding grade-level Common Core, Next Generation Science Standards, ELD, and other state college readiness standards.

Each school year, students are enrolled in a variety of core and non-core classes that support their academic growth and success. Each class is purposely designed to provide appropriate academic intervention or foundation or an opportunity to explore interests and skills. Core and non-core classes are developed to support student success beyond Hunter. As a result, per grade level, all students are enrolled in core classes, such as English, math, science, and history per California Education code. Students also enroll in non-core classes such as math and English support classes that provide appropriate intervention for students who are falling behind in math or English, as well as World Languages, Art, social studies, and other electives.

Specifically, Hunter employs a standards-aligned curriculum that prepares students to excel academically, with an increased focus on Math and English scores. Research from ACT's seminal study[3] on college readiness found that students' ability to comprehend complex text is the factor that differentiates college-ready readers from their non-ready peers. The study also highlighted the importance of reading across the curriculum, given that of the students not meeting the ACT Reading Benchmark, only 5% met the ACT Science benchmark. In addition, research consistently shows that building student knowledge via informational text is crucial to developing students' literacy ability. Finally, in order to access grade-level, complex texts, students must have repeated exposure and practice with complex text through close reading

[2] Aguilar, E. (2020). *Coaching for Equity: Conversations that Change Practice*. Hoboken, New Jersey: Jossey-Bass, a Wiley Brand.

[3] Hammond, Z. & Jackson, Y. (2015). *Culturally Responsive Teaching and the Brain : Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, California: Corwin, a SAGE Company.

across content areas that requires reading, speaking, and writing grounded in evidence[4][5][6].

Given this strong body of research, Hunter's educational program positions literacy skills as the gateway skills that provide for student success across all content areas. In every course, students are required to analyze complex text, cite textual evidence through discussion and writing, and justify their thinking. In Science and Social Studies, students engage in informational texts, such as primary source documents (e.g., the US Constitution) or domain-specific texts (e.g. scientific journal articles), which demand careful reading and analysis to make meaning. In Mathematics, students engage in daily tasks that require solving real-world problems and justifying (orally and through writing) their mathematical thinking. Finally, across all subjects, all students are pushed to carry the cognitive and intellectual thinking required by the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), as well as the English Language Development (ELD) Standards/Framework[7].

Hunter attests that each pupil in the school will have sufficient instructional materials in each subject area.

Each spring, the Principal, in consultation with staff, identifies areas of need and orders materials for the following year. Recent studies published by the Center for American Progress, Brown Center on Educational Policy at Brookings Institute, and RAND Corporation[8][9] consistently find that the quality of instructional materials teachers use in the classroom has a measurable impact on student performance. Curriculum materials are selected based on their alignment to the CCSS/NGSS/ELD standards and instructional shifts and materials must prepare students to graduate ready for college.

In alignment to the Hunter's educational program, curriculum materials across content areas provide students with daily assignments that require careful reading of complex text as well as writing and discussion grounded in evidence. In accordance with the CCSS instructional shifts in English Language Arts, a variety of genres and text types are used, with the majority of texts being informational texts. Additionally, across content areas teachers use a number of instructional strategies like multiple reads, text-dependent questions, and annotation to ensure all students have access to the material. In mathematics, curriculum materials focus deeply on student mastery of California Common Core State Standards through problem-based lessons. Finally, in every course, teachers carefully align daily objectives, activities, and formative assessments to the standards and monitor progress against the standards through our standards-based grading system.

[4] Stembridge, A. (2020). *Culturally Responsive Education In the Classroom: An Equity Approach for Pedagogy*. New York, NY, Routledge.

[5] TNTP. (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – and How to Fix It*. https://tntp.org/publications/view/the-opportunity-myth

[6] TNTP (2024): *The Opportunity Makers: How a Diverse Group of Public Schools Helps Students Catch Up- And How Far More Can*. https://tntp.org/publication/the-opportunity-makers/

[7] California ELD Framework https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter2.pdf

[8] https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf

[9] https://www.brookings.edu/wp-content/uploads/2016/06/0410_curriculum_chingos_whitehurst.pdf

Innovative Components of the Educational Program

Extended School Day/Year. As noted in our school calendar and bell schedule, our scholars experience a longer school year (total minutes) than comparable LAUSD schools.

Advisory Classes. Each student is placed in a consistent Advisory class for all their years at the school, creating a strong sense of community and connection. Advisory supports students through Social-Emotional Learning, college and career readiness, and academic growth. Lessons include SEL topics, current events, and early college awareness activities such as college research and career exploration. Students also engage in i-Ready practice to monitor academic progress, set goals, and receive targeted support. Advisory is a vital space where students grow as individuals, learners, and future college scholars**.**

Intellectual Preparation (IP): Teachers select lessons that reflect pivotal knowledge and skills upon which upcoming curricular content is built. The teachers in that department then engage in a rigorous lesson planning protocol, which is then submitted to their content instructional lead and administrator for feedback and observation of a key lesson from their submission. Alignment with college-ready content and skills, as determined by CCSS, NGSS, and aligned to college-readiness assessments, is essential.

Data Driven Instruction: As a learning community, our school uses a plan-teach-assess-analyze process with data from high-stakes annual assessments, network interim assessments, and classroom-level data to improve instruction and respond to the unique needs of our scholars.

Regular Observations/Feedback: Instructional leads and supervising administrators observe teachers regularly to provide educators with meaningful feedback in the form of bite-sized action steps. Follow-up observations further develop that bite-sized step or provide a new bite-sized step to sustainably improve instruction to our scholars.

Restorative Practice & Discipline. Staff use restorative practices and Positive Behavior Interventions and Supports (PBIS) to create a supportive, inclusive school culture grounded in relationships and accountability. All staff are trained in restorative strategies that prioritize conflict resolution, open communication, and repairing harm, ensuring students feel seen, heard, and valued. We have adopted PBIS training through the Boys Town Classroom Management model, which focuses on explicitly teaching and reinforcing 17 essential social skills. This approach empowers students to meet clearly defined behavior expectations while developing the interpersonal skills needed for success in school and beyond. These practices are woven into daily routines, classroom instruction, and school-wide systems to promote consistency, reflection, and positive community norms.

Social-Emotional Wellness. To be truly college and career-ready, our students must also develop the social and emotional skills necessary to navigate real-world challenges. At Kory Hunter Middle School, we've prioritized equipping our teachers with the tools to support students from the community we serve. Through ongoing training and live classroom coaching led by our SEL Team, as well as external professional development, staff learn how to address student needs with empathy, consistency, and care. In addition, Advisory and schoolwide assemblies include targeted lessons on bullying, consent, boundaries, and healthy interpersonal and intrapersonal relationships - helping students develop the self-

awareness and coping strategies essential for life after middle school.

Technology Access. A target ratio of one computing device for every student ensures students' adequate access to technology for effective use in student learning, common core and digital classroom instruction, data management, SBAC online state assessments, and communication. Classroom teachers are also provided with computing devices and use consistent data systems for monitoring student performance, managing grades, and internal school and network communication with other schools. Students also receive access to online curricula in many classes, and are provided with internet hot spots and take-home computing devices for the year upon request.

Student Organizations: Scholars at Kory Hunter Middle School have the opportunity to participate in a variety of student organizations that strengthen leadership skills, promote collaboration, and build student voice. These opportunities enrich the student experience and support the development of a well-rounded leadership portfolio. Current student-led organizations include the Black Student Union, Robotics Club, Book Club, Gamers Club, PC Club, Cosmetology Club, and Student Council.

Whole School Supplemental Academic Initiatives. Kory Hunter Middle School offers a variety of academic enrichment opportunities that extend beyond the classroom to deepen student engagement, creativity, and achievement. Our annual Creative Writing and Art Showcase celebrates student voice and expression through original poetry, prose, and visual art. The school hosts a biannual Spelling Bee, cultivated from our “Words of the Week” introduced during weekly Advisory, which reinforces vocabulary and public speaking skills. Our Mathletes team participates in districtwide competitions through LAUSD, providing students with opportunities to solve complex problems and collaborate in academic team settings. The Gamers Club competes in the annual Riot Games Middle School Tournament, offering students a platform to develop strategic thinking and digital literacy. Additionally, our Science and STEM Fair allows students to present inquiry-based projects and showcase their innovation in coding, robotics, medical detectives, and engineering.

Summer Bridge: During the summer, incoming 9th graders participate in a two-week introductory program in English, Mathematics, and Science to help ease their transition into high school. This program prepares scholars for the academic demands of the school year while also building essential study skills and supporting their adjustment to the social expectations of high school.

Academic Office Hours/Academic Mentoring: Instructional staff members host Academic Office Hours and Mentoring according to a weekly rotating schedule. During this time, scholars are given the opportunity to receive small group instruction, receive tutoring, get to know their teacher on a more personal level, and/or form study groups with other students.

Curriculum and Instruction

Description of Curriculum

In addition to the methods and strategies described in the "Innovative Components of the Educational Program" section, our schools implement the below:

Students learn best when there are rigorous standards-based curricula where students lead the cognitive thinking of challenging content that builds strong learning habits and life skills; when students enthusiastically read, write, analyze, discuss, research, experiment and solve challenging problems; when students participate in robust scholar to scholar academic discussions that deepen their understanding of challenging content; when students employ a variety of tools and strategies, including technology, to accelerate their learning, build skills and obtain feedback on their performance.

Instructional methods and strategies include, but are not limited to, students engaging in close reading of complex texts across a variety of genres, applying mathematical concepts to real-world problems, researching and analyzing primary sources, and conducting laboratory experiments that deepen their understanding of a scientific phenomenon. All academic experiences build the skills and knowledge students need to be successful in college and beyond.

Hunter has fully implemented Common Core State Standards, using CCSS-aligned curriculum. Next Generation Science Standards are being implemented in Science. The Social Studies/History Common Core literacy standards are integrated into History/Social Science courses. The California History and Social Science standards are also integrated into History/Social Science courses. In addition, the ELD standards are integrated throughout all content area instruction. The instructional methodologies, curriculum, and instructional materials have been chosen as they align with the CCSS and are designed to ensure student mastery of the standards.

Hunter is focused on deepening teachers' understanding of the expectations of CCSS and NGSS through ongoing professional support in instructional planning, interim data analysis and feedback on instructional practice. New teachers to the school also receive professional development on the CCSS and NGSS standards and instructional shifts as part of their onboarding.

Curriculum Tables by Subject Area

English Language Arts			
Course	**Grade**	**Curriculum and Publisher**	**Core/College Prep**
COMMON CORE ENGLISH 6A/B	6	Expeditionary Learning EL Education	Yes
COMMON CORE	7	Expeditionary Learning	Yes

ENGLISH 7A/B		EL Education	
COMMON CORE ENGLISH 8A/B	8	Expeditionary Learning EL Education	Yes
English Language Development			
Course	**Grade**	**Curriculum and Publisher**	**Core/College Prep**
CC MIDDLE SCHOOL FOUNDATIONS - ELD A/B	6-8	Newsela	Yes
CC MIDDLE SCHOOL SUCCESS - ELD 7A/B	6-8	Newsela	Yes
CC MIDDLE SCHOOL SUCCESS - ELD 8A/B	6-8	Newsela	Yes
Math			
Course	**Grade**	**Curriculum and Publisher**	**Core/College Prep**
COMMON CORE MATH 6A/B	6	Open Up Math Illustrative Mathematics	Yes
COMMON CORE MATH 7A/B	7	Open Up Math Illustrative Mathematics	Yes
COMMON CORE MATH 8A/B	8	Open Up Math Illustrative Mathematics	Yes
Science			
Course	**Grade**	**Curriculum and Publisher**	**Core/College Prep**
INTEGRATED SCIENCE 6A/B	6	Amplify Science Amplify Education	Yes
INTEGRATED SCIENCE 7A/B	7	Amplify Science Amplify Education	Yes
INTEGRATED SCIENCE 8A/B	8	Amplify Science Amplify Education	Yes
Social Studies			
Course	**Grade**	**Curriculum and Publisher**	**Core/College Prep**
WORLD HISTORY: ANCIENT CIVILIZATIONS 6A/B	6	TCI's Social Studies program	Yes
WORLD HISTORY: MEDIEVAL TIMES A/B	7	Saavas	Yes
UNITED STATES HISTORY 8A/B	8	Thinking Nation	Yes
FACING HISTORY & OURSELVES	6-8	Go Formative	Yes
Elective/Other			
Course	**Grade**	**Curriculum and Publisher**	**Core/College Prep**
MEDICAL DETECTIVES A/B	6	Project Lead The Way	Yes
INTRODUCTION TO CODING - MIDDLE SCHOOL A/B	6-8	Apple Swift IU Program	Yes
MS VEX ROBOTICS A	6-8	Project Lead The Way	Yes
Integral Features and Components of the Educational Program			
In addition to the components referenced in the Instructional Design section, our educational			

program focuses on access to accelerated and intervention classes as appropriate for all scholars at our school. This open access represents a key component of our student-centered and personalized educational program.

Intervention and Enrichment Programs

Math Yogis tutoring Program provides high-impact math intervention for Tier 1 and Tier 2 students. Based on i-Ready and classroom data, selected scholars receive small group support during the school day, after school, and on weekends. The program focuses on strengthening foundational skills, building confidence, and boosting SBAC readiness through engaging, standards-based instruction.

Creative Writing allows students to explore poetry, fiction, and personal narratives while building their voice and confidence as writers.

Podcasting Class teaches students how to script, record, and produce original episodes, helping them develop media literacy, storytelling, and public speaking skills.
Kory Hunter Middle School offers STEM electives such as Medical Detectives, Robotics, and Coding to provide hands-on, standards-aligned reinforcement of science concepts introduced in core integrated math and science courses. These classes are designed by grade level to deepen understanding, promote inquiry, and build real-world problem-solving skills in alignment with Next Generation Science Standards (NGSS) and Common Core Math.

Independent Study

Independent Study may be offered to students at Hunter as an optional alternative instructional strategy. The Independent Study program is designed to meet the needs of scholars whose educational objectives may be better achieved through a personalized approach outside of the traditional classroom setting, consistent with the applicable law. Key features include:

1. **Participation**: Independent study should only be used in very limited circumstances to ensure that scholars receive the benefit of in-person instruction when possible. Independent study is only allowable in limited circumstances such as extended medical leaves, traveling out of the country for emergencies, or other extended absences. A parent/guardian must request independent study for their scholar.
2. **IEP Compliance**: Scholars with exceptional needs may participate if their IEP allows.
3. **Equitable Access**: Scholars receive the same resources and support as those in traditional classrooms.
4. **Rigorous Standards**: Content aligns with grade-level standards and includes A-G courses for high school graduation.
5. **Written Agreement**: Agreements detail objectives, supports, and expectations, signed by required parties.

6. **Progress Evaluation**: Regular reviews ensure scholar success or recommend program transitions if needed.

This program offers a flexible, compliant alternative to traditional classroom instruction, under limited circumstances, as applicable under the Alliance Independent Study Policy.

Current Comprehensive Course List

Comprehensive Course List						
Subject Area	**6th Grade**		**7th Grade**		**8th Grade**	
	1st Semester	**2nd Semester**	**1st Semester**	**2nd Semester**	**1st Semester**	**2nd Semester**
English/ Language Arts	COMMON CORE ENGLISH 6A	COMMON CORE ENGLISH 6B	COMMON CORE ENGLISH 7A	COMMON CORE ENGLISH 7B	COMMON CORE ENGLISH 8A	COMMON CORE ENGLISH 8B
English Language Development	CC MIDDLE SCHOOL FOUNDATIONS - ELD A CC MIDDLE SCHOOL SUCCESS - ELD 7A CC MIDDLE SCHOOL SUCCESS - ELD 8A	CC MIDDLE SCHOOL FOUNDATIONS - ELD B CC MIDDLE SCHOOL SUCCESS - ELD 7B CC MIDDLE SCHOOL SUCCESS - ELD 8B	CC MIDDLE SCHOOL FOUNDATIONS - ELD A CC MIDDLE SCHOOL SUCCESS - ELD 7A CC MIDDLE SCHOOL SUCCESS - ELD 8A	CC MIDDLE SCHOOL FOUNDATIONS - ELD B CC MIDDLE SCHOOL SUCCESS - ELD 7B CC MIDDLE SCHOOL SUCCESS - ELD 8B	CC MIDDLE SCHOOL FOUNDATIONS - ELD A CC MIDDLE SCHOOL SUCCESS - ELD 7A CC MIDDLE SCHOOL SUCCESS - ELD 8A	CC MIDDLE SCHOOL FOUNDATIONS - ELD B CC MIDDLE SCHOOL SUCCESS - ELD 7B CC MIDDLE SCHOOL SUCCESS - ELD 8B
Special Education Resource Lab	RESOURCE LAB 6A	RESOURCE LAB 6B	RESOURCE LAB 7A	RESOURCE LAB 7B	RESOURCE LAB 8A	RESOURCE LAB 8B
Mathematics	COMMON CORE MATH 6A	COMMON CORE MATH 6B	COMMON CORE MATH 7A HONORS COMMON CORE MATH 7A	COMMON CORE MATH 7B HONORS COMMON CORE MATH 7B	COMMON CORE MATH 8A CC INTEGRATED MATH 1A	COMMON CORE MATH 8B CC INTEGRATED MATH 1B
History/Social Science	WORLD HISTORY: ANCIENT CIVILIZATIONS 6A FACING HISTORY & OURSELVES	WORLD HISTORY: ANCIENT CIVILIZATIONS 6B FACING HISTORY & OURSELVES	WORLD HISTORY: MEDIEVAL TIMES A FACING HISTORY & OURSELVES	WORLD HISTORY: MEDIEVAL TIMES B FACING HISTORY & OURSELVES	UNITED STATES HISTORY 8A FACING HISTORY & OURSELVES	UNITED STATES HISTORY 8B FACING HISTORY & OURSELVES
Science	INTEGRATED SCIENCE 6A	INTEGRATED SCIENCE 6B	INTEGRATED SCIENCE 7A	INTEGRATED SCIENCE 7B	INTEGRATED SCIENCE 8A	INTEGRATED SCIENCE 8B
Electives & Other Courses	MEDICAL DETECTIVES A INTRODUCTION TO CODING - MIDDLE SCHOOL A MS VEX ROBOTICS A	MEDICAL DETECTIVES B INTRODUCTION TO CODING - MIDDLE SCHOOL B MS VEX ROBOTICS A	INTRODUCTION TO CODING - MIDDLE SCHOOL A MS VEX ROBOTICS A	INTRODUCTION TO CODING - MIDDLE SCHOOL B MS VEX ROBOTICS A	INTRODUCTION TO CODING - MIDDLE SCHOOL A MS VEX ROBOTICS A	INTRODUCTION TO CODING - MIDDLE SCHOOL B MS VEX ROBOTICS A

Course Descriptions

COMMON CORE ENGLISH 6A – M21981
COMMON CORE ENGLISH 6B – M21982
(Year) 6th GRADE
Prerequisite: None
Credential Requirement: Single Subject in English
The goal of the Grade 6 Common Core English course in ELA is to build in each scholar, by the time they complete middle school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 6 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE ENGLISH 7A – M21991
COMMON CORE ENGLISH 7B – M21992
(Year) 7th GRADE
Prerequisite: None
Credential Requirement: Single Subject in English
The goal of the Grade 7 Common Core English course in ELA is to build in each scholar, by the time they complete middle school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 7 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE ENGLISH 8A – M22001
COMMON CORE ENGLISH 8B – M22002
(Year) 8th GRADE
Prerequisite: None
Credential Requirement: Single Subject in English
The goal of the Grade 8 Common Core English course in ELA is to build in each scholar, by the time they complete middle school and transition into secondary school, the stamina and strategies for reading independently and deeply across the range, quality, and complexity of texts included in the curricula. To do so, the Grade 8 Common Core English course provides ample time for independent reading of texts of their choice while helping them to develop a repertoire of strategies for understanding rich and complex literature as well as informational texts required for college and career readiness.

COMMON CORE MATH 6A – M24311
COMMON CORE MATH 6B – M24312
(Year) 6THGRADE

Prerequisite*: Successful completion of Common Core Math Grade 5*
Credential Requirement: Single Subject in Foundational-Level Mathematics; or Single Subject in Mathematics
Common Core Math 6 is the first of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 6th grade scholars under the Common Core State Standards Mathematics. This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

COMMON CORE MATH 7A – M24321
COMMON CORE MATH 7B – M24322
(Year) 7TH GRADE
Prerequisite*: Successful completion of Common Core Math Grade 6*
Credential Requirement: Single Subject in Foundational-Level Mathematics; or Single Subject in Mathematics
Common Core Math 7 is the second of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 7th grade scholars under the Common Core State Standards Mathematics. This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

MATH COMMON CORE 8A – M38201
MATH COMMON CORE 8B – M38202
(Year) 8TH GRADE
Prerequisite*: Successful completion of Common Core Math Grade 7AB*
Credential Requirement: Single Subject in Foundational-Level Mathematics; or Single Subject in Mathematics
Common Core Math 8 is the third of a sequence of three courses at the middle school level from Common Core Math 6, 7, and 8. This is a course designed to meet the needs of 8th grade scholars under the Common Core State Standards Mathematics. This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

INTEGRATED SCIENCE 6A – M42652
INTEGRATED SCIENCE 6B – M42653
(Year) 6th GRADE
Prerequisite: *None*
Credential Requirement: Single Subject in Foundational-Level General Science; or Single Subject in a Major Science (Science: Biological Sciences, Science: Chemistry, Science: Geoscience, or Science: Physics). Please note: the Single Subject or Authorization in a Major Science CANNOT be "Specialized."
In this Integrated Science course, scholars explore the crosscutting concepts of structure and function, patterns, systems and system models while learning about weather and climate, energy, and the organization of living things. The year begins with an introduction to weather and climate, including the underlying causes of Earth's weather patterns. Next, scholars embark on an inquiry of global climate change and engage in engineering activities to explore ways in which to minimize human impact on the environment. The second half of the year focuses on learning about the structure of living things from cell to organism. Scholars discover the ways in which behavior, environment, and genetic factors impact the survival and growth of organisms.

INTEGRATED SCIENCE 7A – M42659
INTEGRATED SCIENCE 7B – M42660
(Year) 7th GRADE
Prerequisite: *Corequisite (7th Common Core Math)*
Credential Requirement: Single Subject in Foundational-Level General Science; or Single Subject in a Major Science (Science: Biological Sciences, Science: Chemistry, Science: Geoscience, or Science: Physics). Please note: the Single Subject or Authorization in a Major Science CANNOT be "Specialized."
In 7th grade Integrated Science, scholars explore the crosscutting concepts of energy & matter and cause & effect, while learning about animals interactions within the ecosystems and their reliability on resources. The year begins with an introduction to ecosystem interactions, including the underlying effects of the interactions on populations and resource availability. Next, scholars dive into a microscopic world and focus on chemical reactions that occur in the environment, causing change in the global landscape. In the second half of the year, scholars embark on an inquiry of global resource availability and engage in engineering activities to explore ways in which to minimize human impact on the environment.

INTEGRATED SCIENCE 8A – M42661
INTEGRATED SCIENCE 8B – M42662
(Year) 8th GRADE
Prerequisite: *Corequisite (8th Common Core Math)*
Credential Requirement : Single Subject in Foundational-Level General Science; or Single Subject in a Major Science (Science: Biological Sciences, Science: Chemistry, Science: Geoscience, or Science: Physics). Please note: the Single Subject or Authorization in a Major Science CANNOT be "Specialized."

In 8th grade Integrated Science, scholars explore the crosscutting concepts of stability and change, as well as scale, proportion and quantity, while learning about the relatedness of earth and the universe. The year begins with an introduction to moving objects and Newton's laws with scholars engaging in investigations to gather data around forces and interactions between objects. Once scholars understand forces between objects, the second unit focuses on noncontact forces that influence phenomena. Scholars will develop models to describe the role of gravity and discuss how objects can move without being contacted. The second semester starts with an integration of evolution to show the connection between time and scale on earth, which scholars will then use to formulate hypotheses about space. Finishing up the year, scholars will connect all of the previous units and add a layer of knowledge around waves on earth and in space. They will finish the year with the guiding questions: How do we optimize our resources to continue to live on earth? If we run out of resources, how do we determine if we can live on another planet? What are the physical components that must be evaluated?

WORLD HISTORY: ANCIENT CIVILIZATIONS 6A - M16100
WORLD HISTORY: ANCIENT CIVILIZATIONS 6B - M16101
(Year) 6th GRADE
(World History and Geography: Ancient Civilizations)
Credential Requirement: Single Subject in Social Science
This Grade six course investigates the origins and development of ancient societies of major western and non-western civilizations. Included are the societies of the Near East, Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. For each of these societies, emphasis is placed on the major contributions, achievements, and beliefs that have influenced civilizations across the centuries to the present day. This course stresses the special significance of geography in the development of the human story and provides the opportunity to study the everyday lives of people living in vastly different areas of the world. The course content focuses on the people in ancient societies; their problems and accomplishments; their social, economic, political structures, and belief systems; the tools and technology they developed; the arts they created; the architecture; the literature they produced; their explanation for natural phenomena, and their direct or indirect contributions to issues such as the role of women and the practice of slavery.

WORLD HISTORY: MEDIEVAL TIMES A – M17100
WORLD HISTORY: MEDIEVAL TIMES B – M17101
(Year) 7th GRADE
(World History and Geography: Medieval and Early Modern Times)
Credential Requirement: Single Subject in Social Science
This course explores world history and geography from the Fall of Rome through the Age of Enlightenment. The course investigates the social, cultural, and technological changes during this period. This course briefly reviews the role of archaeologists and historians in uncovering the past. It goes on to examine Islam as a religion and as a civilization. The course examines the spread of Islam through Africa, the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe

during the High Middle Ages; the turbulent ages of the Renaissance, Reformation, and Scientific Revolution. This course seeks to enhance understanding of the interconnection of past events, people, and ideas to events and issues of importance in the world today.

UNITED STATES HISTORY 8A - M18100
UNITED STATES HISTORY 8B - M18101
(Year) 8th GRADE
(United States History and Geography: Growth and Conflict)
Credential Requirement: Single Subject in Social Science
The Grade eight course examines United States history and geography concentrating on the growth of the United States during the period of colonization through the Age of Industrialization. The course begins with an intensive investigation and review of the major ideas, issues, and events preceding the founding of the nation. The course then concentrates on the shaping of the Constitution and the nature of the government that it created. The development of unique regions in the West, Northeast, and the South and the causes and consequences of the Civil War, is covered in depth. The course studies the movement of people into and within the United States; the experiences of diverse groups (women, racial, religious, ethnic, and economic classes) and their contributions to the evolving American identity. The course also connects historical issues to current affairs in order to develop a greater understanding of the basic institutions and policies of the nation.

FACING HISTORY & OURSELVES – M27071
(Year) 6TH 7TH 8th GRADE
Credential Requirement: Single Subject in Social Science
Facing History and Ourselves' purpose is to engage scholars of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism in order to promote the development of a more humane and informed citizenry.
By studying the historical development of the Holocaust and other examples of social injustice, scholars make the essential connection between history and the moral choices they confront in their own lives. This class will utilize current events, historical events, and the scholars' own prior knowledge to help them evaluate human interactions. Scholars will expand their current moral code and ethics to develop into socially conscious and active participants of society. Participation in this class will develop a sense of global citizenship, independent thought, and the value of analytical skills.

MEDICAL DETECTIVES A – M77213
MEDICAL DETECTIVES B – M77214
(Year) 6th GRADE
Prerequisite: *None*
Credential Requirement: As aligned to primary content (more than 50%): Single Subject in Foundational-Level General Science; or Single Subject in Science: Biological Sciences; or Single Subject in Science: Chemistry; or Single Subject in Science: Geoscience; or Single Subject in Science: Physics

Medical Detectives is a STEM elective course designed to engage 6th grade scholars in science through a focus on the medical field. In alignment with the 6th grade Integrated Next Generation Science Standards, scholars will begin this course exploring the structure and function of the different systems within the human body and how they interact. They will then apply this knowledge to the rest of this hands-on course as they uncover medical mysteries, conduct investigations, and collect and analyze data like medical professionals.
If budget allows, included in this course is the opportunity for scholars to receive First Aid/CPR training from the American Red Cross and learn about the variety of medical professions through research, engaging in field trips, and classroom visits with real–life medical professionals.

INTRODUCTION TO CODING - MIDDLE SCHOOL A – M77209
INTRODUCTION TO CODING - MIDDLE SCHOOL B – M77210
(Year) 6TH, 7th, 8th GRADE
Prerequisite: *None*
Credential Requirement: Single Subject in Mathematics; or Single Subject in Industrial and Technology Education; or Specific Supplementary Authorization in Computer Science
Introductory course in Coding using a block- based visual coding program that can be applied for real world computing applications. Students will have an opportunity to solve design problems using a web-based interface and evidence-based practices to develop projects.

MS VEX ROBOTICS A- M361315
MS VEX ROBOTICS A- M361316
(Year) 6th, 7th, 8th GRADE
Credential Requirement: Single Subject in Mathematics; or, Industrial and Technology Education; or, Science: Physics
Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-of-semester robot contest. We will be using the VEX Robotic Design System as our platform. Students will be divided into groups and complete a variety of robot construction and programming activities within the confines of these groups.

WASC Accreditation

As of June 18, 2024, Alliance Kory Hunter Middle School is fully accredited by the Western Association of Schools as part of the Alliance College-Ready Public Schools (ACRPS)

System Accreditation.

As part of the ACRPS System Accreditation process, the school will work to complete periodic evaluation and improvement of our program and school-wide action plan, in alignment with our LCAP, through the WASC-required self-study, mid-cycle progress reports, as well as WASC on-site visits to ensure accreditation is maintained for subsequent graduating classes with support from the Alliance Home Office.

The first System Self-Study will be held during the 2026-27 school year. During this process, all Alliance schools and the Home Office will collaborate with WASC throughout the accreditation process, including the development of self-study and interim progress reports.

Transferability of Courses

All A-G courses are transferable to other public schools and meet the rigorous requirements for admission to California state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish. Also, transferability and rigor of courses can be found in the Scholar/Parent Handbook. Hunter counselors also work closely with students and families to ensure that they are well aware of graduation requirements and where each child stands in relation to those requirements. This is done at least once a semester with students and at least once a semester with students and parents combined if a student is not currently on track to graduate. Additionally, graduation requirements are included in the Scholar-Parent Handbook.

Academic Calendar and Schedules

Academic Calendar

Current Board-Approved Academic Calendar

Current Board-Approved Bell Schedule Calendar

Bell Schedules

Current Board-Approved Bell Schedules

2024-25 Master Schedule

Instructional Days and Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above / Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	135	380	37	308	3	282	8	314	183	54000	66054	12054
7	Yes	135	380	37	308	3	282	8	314	183	54000	66054	12054
8	Yes	135	380	37	308	3	282	8	314	183	54000	66054	12054
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Early College and Middle College High Schools Attendance Requirements

This school is not an Early College or Middle College High School.

Professional Development

Ongoing Professional Development

During school level professional development, teachers are supported by their Principal and the school's instructional leadership team to develop their practice. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data.

In addition, Alliance-wide PD events and supplementary trainings provide targeted supports in a variety of ways. Below is a sample of current professional development opportunities available to teachers. These opportunities are subject to change as, in order to be most effective, professional development must be adaptable to address the needs of teachers and students.

Alliance-wide Strong Start. Held prior to the start of the school year, professional learning for staff includes site-based and network-led sessions. Topics may include:

- Data-driven instruction
- Intellectual Preparation
- Workshops focused on Social Emotional Learning and Trauma-Informed, Resilience-Focused Learning and Restorative Practices
- Sharing research, resources and best practices
- Effective strategies to meet individual student needs

Alliance-wide Data & Planning Days. Held immediately following each interim assessment window, these days offer an opportunity for teachers and leaders to deeply analyze interim data and plan for future instruction. Data Days are held network-wide and/or at school-sites. During Data & Planning Days, teachers and leaders:

- Analyze student performance and student work
- Create an action plan to address student performance data
- Adjust future unit and lesson plans to better meet the needs of students

Supplementary Alliance-wide PD. Held throughout the year, the Alliance Academic Team and schools provide targeted professional development to teachers and other staff that support their ongoing development. PD sessions target specific content-areas or subset of teachers or staff such as:

- Special Education Coordinators and teachers
- ELD teachers
- New teachers
- Teacher leaders
- Leaders of Scholar Culture (Deans)

New Teacher Professional Development. Alliance College Ready Public Schools builds on its investment in leader and teacher development through New Teacher PD. New Teacher PD provides professional development support for early career Alliance teachers. Network level supports focus on supplying early career teachers with resources and tools to strengthen their classroom management and instructional planning skills. Supports include:

- Designing and implementing a week-long New Staff Orientation (NSO)

- Providing Induction program options and/or support to general education and education specialist teachers clearing their preliminary credentials

Ongoing School Site PD Sessions. Regular, targeted and relevant professional development is led by the school principal and site-based leadership team on the designated Professional Development Early Dismissal Day. The draft professional development calendar below serves as a sample of topics to be covered:

Teacher Recruitment

Students learn best with teachers who are knowledgeable of their subject field and are well trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. Hunter, led by the Principal, recruits new and experienced highly-qualified and credentialed teachers who demonstrate satisfactory progress toward full certification, fully meet the Every Student Succeeds Act (ESSA) criteria, and are committed to the school's key program elements and beliefs. Recruitment of qualified candidates begins in November and is conducted via partnership with teacher pipeline programs; partnerships with university and non-university teacher pipeline and residency programs; use of relevant online tools such as EdJoin, LinkedIn and social media; and referrals from current staff within the school/Alliance. Applicants are carefully assessed through a rigorous selection process conducted by both the Alliance Staffing Team and school administrators. Once selected, teachers participate in New Teacher Orientation before the opening of school and New Teacher professional development throughout the school year.

Meeting the Needs of All Students

English Learners

Hunter believes that every student brings assets that enrich our classrooms and our school community, regardless of race, language, learning needs, and culture. To ensure each student's success, the school will provide guidance, resources, training, and support to teachers, staff, and parents to build an equitable, rigorous learning environment for our English Learner Scholars. Our practices are grounded on guidelines established by our Board-approved EL Master Plan. Our English Learner Master Plan focuses on the following key areas:

- Identification and Assessment

- Instructional Program
- Reclassification Criteria and Exiting
- Staffing English Learner Programs and Teams
- Professional Development for All Teachers Who Work With English Learners
- Parent Engagement
- Program Evaluation

By implementing our own English Learner Master Plan, we will create an educational environment where EL students receive the support they need to develop both language skills and academic content knowledge. Our plan is designed to ensure that all EL students, regardless of their language proficiency level, are empowered to achieve their full potential academically.

Process for Identifying English Learners

At Hunter, we have a systematic and thorough process for identifying English Learners (ELs) to ensure that every student receives the appropriate language support and services. Our process follows state and district guidelines while ensuring that we meet the unique needs of each student.

1. Initial Enrollment and Home Language Survey

At the time of initial enrollment, all families are required to complete a Home Language Survey (HLS). This survey is provided in both English and the primary language spoken in the community (e.g., Spanish). It consists of four questions that inquire about the language spoken at home, by the scholar, and in their family environment. All four questions must be answered, and the survey is included in the enrollment packet. It is essential that all scholars have a completed HLS on file, including those whose families report English as the only language spoken.If any of the responses on the Home Language Survey indicate that a language other than English is spoken in the home, the scholar is flagged for further language proficiency assessment.

2. English Language Proficiency Assessment

Students identified as potentially needing English language support are administered an the Initial ELPAC. This assessment measures the student's proficiency in the four language domains: listening, speaking, reading, and writing. Based on the results of the Initial ELPAC, students are classified as either:

- English Learners (EL), if they demonstrate limited proficiency in English.
- English Only (EO), if their proficiency in English is sufficient.

3. Notification to Parents

Once the student's English language proficiency has been determined, parents are notified in writing of their child's classification as either an English Learner or English Only. For students identified as ELs, parents are informed about the types of language support services available at Hunter and provided with information about how their child will be supported in developing English language proficiency. Parent notifications are communicated in a language that can be understood by them within the first 30 days of school. If the scholar enrolls after the first 30 days of school, parent notification must be completed within 2 weeks of enrollment.

4. Annual Assessments

Students who are classified as English Learners will be assessed annually using the Summative ELPAC to monitor their progress in acquiring English proficiency. The results of the ELPAC will guide instructional decisions and ensure that EL students are receiving the appropriate level of support. Additionally, teachers monitor EL students' academic performance through ongoing formative assessments in all content areas.

Educational Program(s) for English Language Acquisition

At Hunter, the English Learner (EL) program components are designed to provide a robust and integrated system that supports English Learners in acquiring academic English while ensuring they meet the English Language Development (ELD) standards. This program is structured to meet the diverse needs of ELs through both Designated ELD and Integrated ELD instruction, which are tailored to students' proficiency levels and provide opportunities to develop language and content mastery across all subjects.

Designated ELD Instruction
Designated ELD instruction is a specialized component of the EL program, providing targeted language development in the four domains of listening, speaking, reading, and writing. This instruction occurs daily, Monday through Friday, as part of the regular school schedule. The courses are designed to address the specific language proficiency levels of ELs, which are classified into Emerging, Expanding, and Bridging. Students are placed in the appropriate level (ELD 1, 2, 3, or 4) based on their English language proficiency, years in the program, and teacher recommendation.

This instruction is delivered by teachers who are highly skilled in ELD strategies, using a variety of methods to support students in developing academic English. These courses are aligned with the California English Language Development Standards. Importantly, Designated ELD instruction does not remove students from core content classes, ensuring that ELs still have access to full grade-level content. The curriculum is designed to be engaging and appropriate to students' language development, providing scaffolds such as graphic organizers, word banks, and language structures to help students access content while acquiring language skills.

Integrated ELD Instruction
In addition to the targeted Designated ELD courses, all English Learners receive Integrated ELD throughout their content classes. This approach ensures that ELs are exposed to academic content while simultaneously working on their English language skills. Teachers across all content areas (including Math, Science, History, and English Language Arts) are trained to incorporate ELD strategies into their instruction, ensuring that ELs can understand and engage with cognitively demanding content.

Integrated ELD involves teaching content standards, such as Common Core, NGSS, and California History Standards, while providing explicit language instruction. Teachers use scaffolds such as visual aids, response frames, and structured group discussions to support language acquisition in the context of the subject matter. The goal of this instruction is to ensure that ELs make progress toward both language proficiency and academic content mastery.

Professional Development and Teacher Support
Teachers of both Designated ELD and Integrated ELD are provided with ongoing professional development focused on best practices for language acquisition and teaching strategies that integrate language development into content instruction. This professional development includes topics such as the ELA/ELD Framework, key features of Integrated ELD, and effective use of ELD Standards. Teachers are also equipped with strategies for differentiating instruction for ELs at various proficiency levels and creating a classroom environment where students feel safe and supported in taking academic risks.

Monitoring and Ensuring Progress
The EL program ensures that students are making adequate progress toward mastery of the ELD standards through ongoing assessment and monitoring. This includes weekly scholar work analysis, which involves reviewing formative assessments to monitor language development and content mastery. Teachers also use frequent checks for understanding and actively monitor students during both independent and group work to ensure that learning objectives are being met.

In addition, advisory classes may be offered to support ELs, but these do not replace the required Designated ELD courses. Through this structured and supportive system, ELs at Hunter receive a comprehensive education that promotes both language proficiency and academic achievement in line with the California ELD standards.

In summary, the Designated ELD and Integrated ELD components at Hunter are delivered by qualified teachers and carefully designed to meet the needs of English Learners at all levels of proficiency. By providing targeted instruction, professional development for teachers, and ongoing monitoring of student progress, the school ensures that ELs make consistent and meaningful progress toward mastering the ELD standards and achieving academic success.

English Language Proficiency Assessment for California (ELPAC)

To support and accelerate student progress toward English language proficiency, Hunter will strategically utilize ELPAC results in several key ways. The Initial ELPAC will be used upon enrollment to identify students as English Learners (ELs) and determine their English language proficiency level, ensuring they are placed in the appropriate English Language Development (ELD) course. Annually, the Summative ELPAC will be administered to measure each student's progress in acquiring English proficiency. The results will assess the effectiveness of current language development programs and help inform decisions about the support each student needs, guiding instructional planning.

Additionally, the overall ELPAC score, along with domain-specific scores in listening, speaking, reading, and writing, will be analyzed to assess individual language development needs. This data will be used to create tailored instructional plans to target areas where students need improvement, ensuring focused support to accelerate their progress. For students showing slower progress, targeted interventions such as additional language support or small-group instruction will be implemented to address specific areas of difficulty.

ELPAC results will also guide appropriate course placement, ensuring students are enrolled in ELD courses that match their proficiency level, and placements will be regularly adjusted as students progress. As students improve, ELPAC results will help determine when they are ready for reclassification or if additional support is necessary. By leveraging ELPAC results in these ways, Hunter will implement a data-driven approach to support each English Learner's growth, ensuring they receive the necessary instruction, resources, and interventions to achieve full English proficiency in alignment with California's English Language Development (ELD) standards.

Full Curriculum Access

To ensure that English Learners (ELs) at all levels of English language proficiency (ELP) have meaningful access to the full curriculum, [School Name] will implement a comprehensive program that includes both Designated ELD and Integrated ELD, guided by the principles outlined in the California English Language Arts/English Language Development (ELA/ELD) Framework. Our approach is designed to provide rigorous, yet flexible, instruction that supports ELs as they acquire both academic content and English language proficiency.

Program Structure and Instructional Strategies

The school will implement both Designated ELD and Integrated ELD across all subjects, ensuring that ELs have access to grade-level content while simultaneously developing their English language skills.

Designated ELD

All ELs will receive Designated ELD daily as a core instructional component. This structured time will be dedicated to explicit language development, focusing on all four language domains: listening, speaking, reading, and writing. The curriculum will be aligned with the California ELD Standards and the ELA/ELD Framework, ensuring that language instruction

supports academic achievement.

Key strategies for Designated ELD will include:

- Integration of Language Domains: Explicit instruction in listening, speaking, reading, and writing across all disciplines.
- Vocabulary Development: Focused instruction on academic vocabulary, word relationships, and word parts.
- Reading Comprehension and Writing Support: Strategies for improving reading comprehension and academic writing.
- Background Knowledge Activation: Connecting new content to students' existing knowledge to make learning more meaningful.
- Content-Based Language Instruction: Language skills will be taught through content and thematic units, providing students with a framework to apply their language skills across disciplines.

Integrated ELD

In addition to Designated ELD, ELs will also receive Integrated ELD instruction in all content areas, ensuring that academic language development occurs within each subject. Content teachers will be trained in strategies that make content comprehensible while promoting language development. These strategies will include:

- Explicit Instruction in Language Structures and Vocabulary: Teaching students how to use academic language specific to each content area.
- Use of Scaffolds: Tools such as response frames, word banks, and graphic organizers will help ELs access content.
- Opportunities for Academic Discourse: Regular, structured discussions and group activities will allow students to practice speaking and listening in an academic context.
- Checks for Understanding: Teachers will use formative assessments to monitor students' progress and provide timely feedback.
- Frequent Language Practice: Students will be encouraged to engage in reading, writing, speaking, and listening throughout the school day.

Teachers of all content areas will participate in professional development focused on the Integrated ELD, and strategies for supporting ELs in developing proficiency in reading, writing, listening, and speaking. Teachers will also have access to ongoing training to ensure that they are equipped to teach ELs effectively.

Tailored Support for Specific EL Groups

The school will also implement specialized approaches for different EL subgroups, ensuring that their unique needs are addressed:

- Newcomers with Formal Education: In their first year, these students may receive a double block of ELD, utilizing curriculum such as *Inside the USA* or *Edge*, with supplemental support from resources like Rosetta Stone. They will be enrolled in grade-level ELA and a rigorous native-language course (e.g., Native Speaker Spanish, AP Spanish Language). Additionally, they will take content courses appropriate for their grade level.

- Newcomers with Limited Formal Education: These students may also receive a double block of ELD (Emerging), using similar curriculum (e.g., *Inside the USA* or *Edge*) and additional phonics intervention (e.g., Wilson Reading Just Words). They will also take physical education and content courses, with placement in native-language courses determined by their Spanish proficiency level.
- Long-Term English Learners (LTELs): For LTELs, explicit instruction in academic language will focus on improving reading comprehension and vocabulary development. These students will receive the support needed to build their academic language and perform well across all subjects.
- Dually Identified ELs (with IEPs/504 Plans): ELs with special education needs will receive accommodations and specialized support to help them meet both language and academic goals. They will receive differentiated instruction and modifications to assignments as per their individual education plans.

Access to Grade-Level Core Curriculum

To ensure that all ELs can engage with grade-level content, the school will foster an environment where students feel safe to take academic risks. Teachers will use scaffolds, such as response frames, word banks, and graphic organizers, to make complex content accessible to ELs. The classroom environment will emphasize academic language, integrating listening, speaking, reading, and writing in every class. Teachers will frequently check for understanding and provide targeted feedback during independent or group work.

Literature at students' appropriate Lexile levels will be made available in classroom and school libraries to encourage independent reading and further language development.

Continuous Monitoring and Adjustment

The progress of all ELs will be closely monitored through regular assessments and teacher feedback. This data will be used to adjust instruction and support, ensuring that every EL has the opportunity to succeed. Regular communication with families will also be maintained to ensure that they are aware of their child's progress and the support provided.

By combining Designated ELD, Integrated ELD, and specialized support, [School Name] will ensure that ELs of all proficiency levels have the opportunity to access grade-level content, develop their English language skills, and achieve academic success across all subjects.

Annual Evaluation of EL Program

Process for Annual Evaluation of the Charter School's English Learner (EL) Program(s)
The annual evaluation of the English Learner (EL) program at (School Name) follows a systematic and data-driven approach to ensure the effectiveness and success of its practices, services, and procedures. Both formative and summative evaluations are employed to provide a comprehensive analysis of the program's impact.

1. Ongoing Evaluation and Data Collection: The evaluation process is continuous throughout the school year, with regular data gathering and examination to guide program decisions. This ongoing evaluation ensures that the program remains responsive to the needs of English Learners and can adapt based on real-time feedback.
2. EL Program Needs Assessment: An annual EL Needs Assessment is carried out by the English Learner Parent Committee (ELPC). If the ELPC delegates its responsibilities, the School Site Advisory Council (SSAC) will oversee the needs assessment process through its EL sub-committee. The assessment provides valuable input into the areas where the program may require adjustments or enhancements.
3. Review and Action on Recommendations: After the needs assessment, the ELPC or SSAC will review the recommendations and share them with the school principal. The SSAC, in collaboration with the principal, will determine the necessary next steps. These steps, informed by the assessment's findings, will be communicated to EL parents and incorporated into the program for the following school year.

Through this structured evaluation process, the EL program at (School Name) ensures that it continuously meets the academic and developmental needs of English Learners, supports their achievement, and complies with relevant reporting requirements. The combination of formative and summative evaluations, along with the EL Needs Assessment, enables the school to make informed decisions and implement improvements that benefit EL students.

The following chart outlines the EL program goals, evaluation questions and measures used to assess overall effectiveness of the EL program:

English Language Development Program Goals, Evaluation Questions & Measures (by Goal)		
EL Program Goal	*Evaluation Questions*	*Measures/Scores*
ELs are identified and placed in appropriate ELD course based on English Proficiency	a. Are all ELs identified in the prescribed time frame? b. Are all ELs placed in their ELD course based on proficiency level?	• Master Schedule • Observations of Home Language Survey administration and communication • Staff Moodle Training • Initial ELPAC • EL Passports • Student Schedules
ELs with disabilities are accurately identified	a. What proportion of ELs are referred to Special Education services? b. How many ELs are identified as having learning disabilities? Of this group, how many are LTELs?	• Referrals • Student Support and Progress Team (SSPT) documentation • IEP review

High quality ELD instruction is provided	a. Are ELs progressing academically per expectations? b. Is there a high quality, standards-aligned ELD curriculum available consistently? c. Is instruction for ELs with disabilities high quality?	● Classroom observations and walkthroughs ● Curriculum Review ● Student work analysis
High quality integrated ELD content instruction is provided	a. To what extent are ELs provided with differentiated supports in academic content areas?	● Classroom observations and walkthroughs ● ELD PD presentations and sign-in ● Student work analysis
ELs and RFEP students have access to Honors and Advanced Placement (AP) courses	a. What percentage of ELs take part in AP and honors courses. b. How does EL participation in AP and Honors compare to the general population? c. What are the AP Passage rates for ELs?	● Enrollment in AP and Honors ● Pass rates in AP and ● Early college courses ● College information/data: applications, enrollment without remediation, and completion data
Parent outreach is consistent, culturally sensitive and communication is available in the home language	a. What types of orientation and training opportunities are parents offered? b. What measures are used to ensure that parents of ELs are knowledgeable about EL program placement and their academic progress? c. To what extent are parents participating in and consistently supporting students' academic development? d. What evidence is there that suggests that ELAC recommendations are implemented at the school?	● Parent orientations/trainings offered and attended regarding *English Learner Master Plan* ● EL instructional program options, advanced academic opportunities ● English Learner Parent Committee (ELPC) agendas, sign-in and yearly needs assessment ● Parent Satisfaction surveys
ELs achieve English Proficiency	a. Are ELs making progress towards English language proficiency b. Did the number of students being reclassified increase by at least 1%?	● Reclassification rates ● Movement on ELPAC ● EL Monitoring documentation ● ELA CAASPP

School and classroom environments are safe and positive.	a. Does the school have a welcoming school climate for ELs? b. Does the school provide EL parents with a welcoming tool-kit? c. Are classrooms reflective of the culturally diverse students it serves?	• Classroom walkthrough • Student satisfaction survey • Parent satisfaction survey

EL Reclassification

Reclassification is the process when a scholar's English language proficiency level changes from English Learner to Reclassified Fluent English Proficiency (RFEP) (EC Section 313(f)). The goal is to prepare scholars for reclassification as quickly as possible and monitor their progress for four years after reclassification (20 U.S.C. § 6841[a][4][5]; 5 CCR § 11304).

English Learners are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the scholar's curriculum mastery
3. Comparison of scholar performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient scholars of the same age
4. Parent/guardian opinion and consultation

The chart below outlines the 24-25 reclassification criteria used by all Alliance schools:

Reclassification Criteria	
1. Assessment of Language Proficiency	ELPAC - Score of 4 (Summative ELPAC 2023-2024 school year)
2. Teacher Evaluation	ELA Grade of C- (2.0) or higher (EOY Cycle – semester 1 or 2 of 2023-2024 school year Spring Reclass Cycle – Semester 1 (Fall 2024)
3. Basic Skills Assessment	>> **iReady OR CAASPP**

<table>
<tr><td></td><td>
<table>
<tr><th>Assessment</th><th>MS</th><th>HS</th></tr>
<tr><td>i-Ready Reading Scale Score</td><td>557</td><td>581</td></tr>
<tr><td>CAASPP</td><td colspan="2">2</td></tr>
</table>

(EOY Reclass cycle -highest iReady score from 23-24 school year
Spring Reclass-highest iReady score from 24-25 school year)</td></tr>
<tr><td>4. Parent Opinion and Consultation</td><td>Once the scholar meets the reclassification criteria, the parent/guardian is sent the Notification of Reclassification letter and acknowledges the scholar's change in language classification to Reclassified Fluent English Proficient (RFEP). If the parent/guardian is not in agreement with reclassification, a meeting will be held with the parent and the Reclassification Team to address parent concerns and determine the best placement option for the scholar.</td></tr>
</table>

The EL Master Plan and reclassification criteria provided here is revised yearly based on input from various stakeholder groups and goes through Board approval

Progress Monitoring

Hunter monitors and regularly assesses the progress of all English Learners, in both English language proficiency and content knowledge throughout the school year. Monitoring scholar progress identifies scholars who are not making appropriate progress and allows the school to provide additional support to enable ELs to reach English proficiency, as well as ensuring that the school is providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Alliance school has established documented monitoring systems that include periodic benchmarks to monitor ELs' progress over time, determine when scholars are not making appropriate progress, notify parents of progress and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. The EL Progress

Monitoring report is sent to families after each quarterly progress report and includes the following:

- Performance in grade level content classes
- Performance in ELD course
- Scholar Reading level and or SBAC performance

Students that are not meeting grade-level expectations will be provided with additional supports including but not limited to after-school tutoring, additional accommodations in content courses, additional support classes such as math and ELA support, review of ELD course placement, parent meetings, etc.

Monitoring Reclassified Students

After scholars have been reclassified as RFEP, the school will continue to monitor their progress for four years to ensure correct classification, placement and academic support as needed. If an exited English Learner is not progressing academically and monitoring suggests a persistent language need, the school will provide additional supports, including but not limited to tutoring, accommodations and support classes, including ELD courses. RFEP Monitoring reports will be mailed to families after each quarterly progress report. The accountabilities include:

- Monitoring the academic achievement of RFEP scholars in their core courses (ELA, Math, Science, Social Science)
- Notifying parents of their child's ongoing progress after reclassification
- Providing targeted intervention services for RFEP scholars who are not making adequate academic progress

After scholars have been Reclassified Fluent English Proficient (RFEP), the school will continue to monitor their progress for 4 years. If an exited EL is not progressing academically and monitoring suggests a persistent language need the school will provide additional supports including but not limited to tutoring, accommodations, and support classes.

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

As all students are challenged to reach their intellectual potential within the instructional program, Hunter will not offer a formal, separate gifted and talented program. Instead Hunter will continue to identify students who are outstanding performers as measured through, but not limited to, college prep exams (such as the PSAT) and GPA. When reviewing college prep exams, students must be considered college-ready in both math and English starting in their 9th grade year. When reviewing GPA, students are identified as high achievers by achieving a 4.0 GPA or higher starting in their 9th grade year.

As students transition from grade level to grade level, their level of achievement is continuously monitored by counselors, teachers, and the school administrative team using

grade level checks for GPA, and by reviewing their data each time they are provided with opportunities to participate in a college-ready level assessment.

To support these students throughout the day, the staff may differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent, as identified through student data or evidence of a pupil's capacity. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the process, content, or product to meet the needs of gifted and talented students. Examples of instructional models which may be employed with gifted and talented students at Hunter are, but not limited to:

- Access to advanced placement and honors courses from grades 9 to 12
- Utilizing higher levels of questioning and thinking skills
- Ensuring there is a wide variety of materials at different skill levels that engage a wide variety of interest
- Field trips, and participation in partnered programs and college courses, to broaden experience base and capacity to be accepted into elite colleges
- Ensuring that the curriculum is sufficiently challenging

GATE students at Kory Hunter Middle School are offered rigorous and intellectually challenging coursework through designated classes, including Honors ELA 8, Honors Math 8, STEM electives, and Creative Writing. These courses are designed to extend critical thinking, creativity, and academic depth for advanced learners.

By using data from core assessments, teachers will be able to make the necessary modifications and adjustments to best support students who require additional academic challenge. All students at Hunter will be valued for their individualism and their interests and passions will be cultivated. Further, the teachers will work together to develop plans to best support students in driving forward their academic achievement and pursuits in relation to the students' learning profiles and specific talents. In order to ensure that the needs of all students are being met, the staff has utilized the Student Support and Progress Team (SSPT) process (monitored and led by the principal or his or her designee) for students who have been identified as consistently achieving well above the norms (as measured by formative, summative and standardized tests, as well as other measures, including teacher, staff or administrator-identified concerns), just as they would use the process for identifying students who struggle.

Students or parents may notify the school counselor, Ms. Aguilar, or the Principal, Dr. Johnson, for support with enrolling students in challenging classes.

Students Achieving Below Grade Level

In an effort to improve the performance for all students including low achieving or at risk of retention, Hunter monitors student performance and progress of these students throughout the year. Data is accessible at the student- and subgroup-levels; through school leaders,

school leadership teams, which consist of department and grade level chairs, and classroom teachers monitor standards and student achievement in order to identify all students earning below a grade of C, flagging students at risk based on interim assessments, grades, and/or credit deficiencies. Advisory teachers review student data/progress reports of each of their advisory students. Parents review and sign 5-week progress and 10 week-report cards. The following takes place for those specifically identified as low achieving:

- To identify low-achieving students, incoming students are given diagnostic tests upon entry to the school. State assessment results and grades showing students who are not meeting or nearly meeting standards are also used to assess student achievement levels.
- Where additional supports and/or interventions are required, the school's academic team will consult with the parent/guardian to share results and develop a plan to support and ensure growth
- The student receives supplemental support through remediation support classes in ELA and math, in addition to regular courses. High-dosage math tutoring services are also available. In the areas where the student is struggling most, the classroom teacher may employ the use of online digital content providers to support one-on-one instruction targeted to specific individual needs.

In order to ensure that the needs of all students are being met, the staff has utilized the Student Support and Progress Team (SSPT) process (monitored and led by the principal or his or her designee) for students who have been identified as consistently achieving below the norms (as measured by formative, summative and standardized tests, as well as other measures, including teacher, staff or administrator-identified concerns), just as they would use the process for identifying students who struggle.

Socioeconomically Disadvantaged/Low Income Students

Low-income students will be identified by eligibility for the federal lunch program. In 2023-24, approximately 95% of the students enrolled at Hunter have qualified for this program. As such, the overwhelming majority of all students enrolled at Hunter meet this subgroup identification. Our school program is designed to meet the needs of traditionally coming in behind grade levels through various supports and systems, including, but not limited to, the use of standards-based grading, scaffolded and differentiated learning, support classes, and after-school tutoring. We believe all students can learn at high levels regardless of economic status. These students' progress is monitored through a variety of ways including through interim assessments, college-ready exams, and state exams. In general, due to the large population of SED/low-income students, their level of performance mirrors the overall school level outcomes.

For scholars experiencing homelessness or transitional housing, Hunter provides an annual questionnaire to all families to assess who may benefit from McKinney-Vento rights and services. Hunter also has a school-based Homeless Liaison who educates all staff and teachers to identify signs of homelessness and the referral process for connection to individualized resources. This includes the use of an individual Needs Assessment that is

used to determine how to best support that scholar and their unique needs, with resources such as transportation, clothing, tutoring, toiletries, and more. In addition, Hunter has a Community Schools Coordinator who works with attendance and tiered intervention teams to ensure resources and services are provided to scholars that are socioeconomically disadvantaged. They also use needs assessments to coordinate events such as food/clothing distributions, mobile clinics, and community resource awareness presentations. For enrichment, all expanded learning and athletics programs have the aim to be no or low cost to scholars and families to remove the barrier to participation for scholars who need this most.

Students with Disabilities

Please refer to the District Required Language included at the beginning of Element 1.

Students in Other Student Groups

Foster youth, and related subgroups such as homeless students, are identified by school personnel through the registration and enrollment process and supported through coordinated activities with other entities/agencies, identified according to the needs of the specific situation. Once students have been identified, students will be indicated in PowerSchool, and the Alliance Home Office will work with the school staff (usually the Assistant Principal of Operations or School Operations Manager) to locate additional support services on a case-by-case basis. The students will be provided with tutoring, counseling, transportation and coordination of services as needed to best meet their individual needs with a team based approach, made up of an administrator, counselors, school psychologist, and other certificated personnel as relevant, such as a classroom teacher. A quarterly evaluation of academic performance for all students in this subgroup will be implemented by the administration and counselor to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

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

Annual Goals

See LCFF table in Element 1

Unique Educational Goals or Objectives

See LCFF table in Element 1.

Measurable Performance Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

For performance targets aligned to state priorities, please see the LCFF State Priorities table provided in Element 1.

Other Performance Targets

See LCFF table in Element 1

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Student Progress Monitoring

Assessments are a foundational component of the teaching and learning process. To ensure that all students have access to the learning experiences necessary for college persistence and career success, Hunter will employ high-quality, purposeful, actionable and strategically sequenced assessments for learning and of learning.

Using the Common Core and CA Standards where applicable, Hunter has clearly defined what students should know in each core subject at each grade/course level. We will monitor the progress of all subgroups against target goals by disaggregating data for all assessments and grades through Illuminate, Tableau, and PowerSchool, our student information systems.

Up to three times a year in English, Mathematics and Science, Hunter implements standards-aligned interim assessments. These assessments are built by either the Smarter Balanced Assessment Consortium or A-Net and are aligned to the Common Core State Standards and NGSS standards. Data from each interim is immediately available to Hunter staff and broken down at the student, item and standard level. Data is then used to identify common misconceptions and student supports. After each interim, teachers use the data to re-teach standards through daily instruction. The expectation is that students will improve in their mastery of standards over the course of the year to best position them to fully meet the performance expectations of Smarter Balanced.

Below is the current list of assessments used to monitor student progress towards college and career readiness standards. These assessments are subject to changes in state-mandated assessments.

Assessment Type	Frequency	Grades/Content	Description
Interim Assessments	Up to 3x per year	Grades 6-8; ELA, Math, Science	Interim Assessments at Alliance align to the standards covered and suggested pacing in each grade/content. These assessments are aligned with the CCSS and SBAC and provide important information to teachers for planning, instruction and supports for students.
i-Ready Assessment	2-3x per year	All Grades	All scholars take this assessment twice/year to diagnose needs for additional academic support in the beginning of the year and to measure scholar growth over time on specific domains related to reading and math. Scholars classified as English Learners take the assessment at the

			mid-year point for reclassification and to refine supports.
Smarter Balanced Summative Assessments	1x per year	Grade 6-8; ELA and Math	The Smarter Balanced Summative Assessments are comprehensive end-of-year assessments in English language arts/literacy (ELA) and Math that are aligned with the Common Core State Standards (CCSS) for English language arts/literacy (ELA) Mathematics.
California Alternate Assessment (CAA)	1x per year	Grade 6-8; Identified students only	Students with cognitive disabilities take the CAA Instead of the Smarter Balanced Summative Assessment. This test is modified to appropriately assess the ELA/Literacy and mathematics progress and performance of specific students designated to engage in a modified curriculum as specified in their IEP.
California Science Test (CAST)	1x per year	Grade 8	CA NGSS Summative assessment. Administered in the spring.
English Language Proficiency Assessments for California (ELPAC)	Initial and Annual; varies by student	All Grades, English Learners	The ELPAC measures provides both initial and annual assessment of an English Learner's proficiency in Reading, Writing, Listening and Speaking. This test will be the main assessment tool used to measure growth and progress for reclassification.
Physical Fitness Test	1x per year	Grade 7	Students participate in this State-required assessment on basic components of CA Physical Education Standards.

Hunter tests independently of LAUSD. Assessments and standardized testing of students with disabilities is conducted using state and district guidelines for modifications and accommodations.

The assessment structure includes, in addition to other standards-based and performance-based assessment tools, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance interim assessments are administered online in order to prepare students for SBAC

online assessments and represent the level of rigor required for students to meet the proficiency level (3 or 4) as measured on Smarter Balanced assessments. Every student has an SBAC-ready computing device.

Data Analysis and Reporting

Data informs our decisions regarding the need to continue, modify, improve, add to or discontinue instructional strategies and programs to best meet the needs of our scholars and provide the intervention and support necessary to accelerate their progress. Data is also regularly shared with stakeholders throughout the year to inform them of school performance.

Data Table

Type of Data Gathered	Role & Use of Data
Classroom Observations	● To provide actionable feedback to teachers on the effectiveness of their classroom instruction. ● To inform the content used for common planning time and professional development needs (individual teachers, academic departments and school-wide).
Interdisciplinary Walkthroughs	● To assess the degree of and consistency with which grade-appropriate standards-based instruction and a culture of learning are taking place. ● To identify trends and best practices to inform school- and network-level professional development.
Individual Scholar Work Analysis and Classroom Assessments	● To identify scholar misunderstandings and misconceptions. ● To adjust lesson plans and unit plans. ● To appropriately plan for reteaching standards missed by a majority of scholars.
Results from Network and/or State Assessments	● To assess the degree to which students are on track to meet network and state expectations for proficiency. ● To adjust classroom instruction and

	provide intervention and support for scholars who are off-track.
Scholar and Parent Surveys	● To assess the degree to which parents and scholars are satisfied that our school is meeting their needs and addressing the goals in our charter.

Data Use to Improve Programs and Operations

Data is regularly collected, analyzed, discussed, and used to inform educational program and operations strategy by school staff, school leadership, the Alliance Executive Cabinet, and the Alliance Governing Board.

Quarterly data stepbacks on school academic, operational, and culture key performance indicator data occurs at the staff and leadership levels of the school and at the Alliance Home Office. This includes identifying headlines from the data, conducting root cause analysis of one or more data headlines, and updating strategic planning and determining action steps to improve the educational program and operations of the school. Higher frequency lead measure data is also collected, analyzed, and discussed in between these quarterly reviews in order to drive shorter-term action planning and improvement. Data is consistently reviewed at Governing Board meetings to inform educational program and operations improvement.

Data Use to Inform Stakeholders

School performance data is reviewed at School Site Advisory Council meetings, staff meetings, parent meetings, and Alliance Governing Board meetings to inform stakeholders of school performance. This comprehensive needs assessment includes an analysis of verifiable data and is consistent with all state priorities. The data reviewed include the California School Dashboard, Enrollment, and other metrics related to school health and student performance. The data regarding student performance include analyses that are disaggregated by numerically significant subgroups, including historically underserved and at-risk students, and are measured against state academic standards through the Distance From Standard (DFS) metric. This review also includes budgetary information regarding Title I and LCFF allocations based on the needs identified in the programmatic and achievement data described above.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

Academic Grades
Grades reflect a scholar's academic performance so scholars and families have clear indicators of the scholar's preparedness for college success and 21st century careers throughout a scholar's career at an Alliance school. The grading scale at each Alliance school campus is based on the degree to which scholars demonstrate proficiency on content standards.

Alliance-Wide Grading Scale
All Alliance schools use the following grading scale for academic courses and advisory. The grade scale below shows equivalent rubric scores to letter grades on individual assignments and semester grades.

Please note that Scholars with Disabilities are required by law to be given accommodations and/or necessary supports on assessments and assignments as stated in their IEP. All English Language Learners (Emerging/Newcomers, Expanding, Bridging), regardless of level, must receive appropriate and documented language support on assignments and assessments.

Rubric Score	Letter Grade[10]	Descriptor *Below are optional performance descriptors - schools/teachers may*
4.0	A	Above standard on grade-level course content
3.7		
3.4	A-	
3.2	B+	At standard on grade-level course content
3.0	B	
2.7	B-	
2.5	C+	Below standard on grade-level course content
2.3	C	
2.0	C-	
1.7	NP	Far Below standard on grade-level course content
1.5		
1.3		
1.0		
Note: These 2 codes are only to be used as semester grades	D	Final semester grade option only for scholars who have a D grade a IEP. Use 1.5 - 1.99 for the semester average range.
	INC	A scholar is determined to not have completed enough content to re grade for a specific course.
Note: These 4 codes are only to be used on individual assignments	X	Excused missed assignment or standard not taught
	S	Grade pending accommodation / designated support
	Z	Assignment not submitted and/or blank (which includes only having the paper) and is a grade of zero.
	E	Ethics violation and is a grade of zero.

10

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

Hunter issues student progress reports every five weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Formative and summative assignments and assessments are used to determine student performance.

Student course grades to meet graduation requirements including A-G are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our data system. Parents of students performing below/far below proficient performance participate in a scheduled parent conference to discuss the parents' and the teachers' plan to improve their child's performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Type and Frequency of Progress Reporting

Hunter issues student progress reports or report cards every five weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report and report card is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Formative and summative assignments and assessments are used to determine student performance.

Semester	Grading Period	Progress Report or Report Card?
1	1	Progress Report
1	2	Progress Report
1	3	Progress Report
1	4	Report Card
2	5	Progress Report
2	6	Progress Report
2	7	Progress Report
2	8	Report Card

Promotion/Retention Policy and Procedures

Promotion and Retention of Students

Hunter is committed to helping students achieve the necessary skills to progress from grade to grade yearly and does not endorse social promotion. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

The school has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple indicators of academic achievement that are laid out in the parent-student handbook, including:

- Assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient - assessment measures include the student progress report, degree of proficiency and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year are eligible for retention.
- Attendance – students with excessive absences (15 or more) may be eligible for retention.

The principal or administrative designee, in conjunction with school teaching and counseling staff, prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed in a meeting with the student’s parents/guardians, teachers, and principal.

Students identified for retention will work closely with the counselor and are encouraged to participate in a remediation program that includes after-school activities, tutoring, and summer school. All students are also provided additional in-class support, which ensures that students who cannot participate outside of school hours are also supported. The student’s academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

Appeals Process for Retention

The retention of a student is at the discretion of the principal or administrative designee. Parent/guardians shall be notified in advance of the enactment of the retention and can appeal a student's retention. A retention appeal shall be submitted in writing to the school’s designated support team and shall be heard if requested within five (5) school days of the notification of retention by the school. Upon consideration, the designated support team’s decision shall be final. The decision regarding the appeal will be made within five (5) school days of the appeal submission to the school’s designated support team. Parents/guardians will be notified of the decision in writing within three (3) school days following the decision.

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.

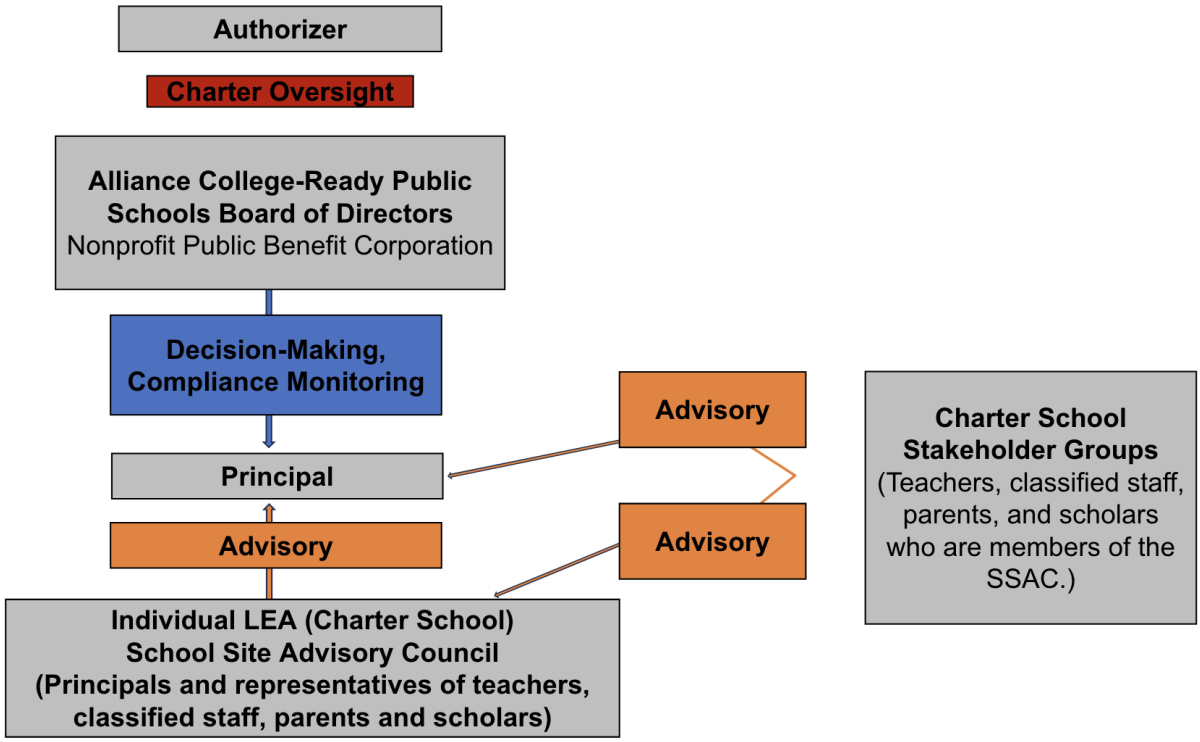
Governance Structure

Alliance Kory Hunter Middle School is a directly funded independent charter and shall be operated by Alliance College-Ready Public Schools ("Alliance" or the "Corporation"), a California nonprofit public benefit corporation. The Charter School is one of 22 charter schools that are currently operated by Alliance College-Ready Public Schools.

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

performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Organizational Chart



Major Roles and Responsibilities

PRINCIPAL

Alliance Principals receive substantial professional development to continue to hone their craft, including monthly full-day professional development sessions, semi-annual network-wide leadership retreats, and ongoing coaching from Instructional Superintendents and our Chief Instructional Officer. Principals receive robust support from the Alliance Home Office to enable their leadership, including support in selecting and implementing research-based, rigorous curriculum and utilizing assessment data to drive instruction, as well as back-office support (e.g., finance, operations, HR, IT, facilities).

Essential Responsibilities:

Instructional, Visionary, and Talent Leadership

- Drive instructional excellence by setting aspirational school goals and ensuring that teachers receive appropriate, targeted coaching and professional development to meet goals.
- Prepare all scholars to apply to, enroll, attend, and succeed in college by implementing a college-ready curriculum and supporting instructional activities, and by using multiple data points and ongoing data analysis to continually revise and improve the school's instructional program.
- Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching as part of Alliance's rigorous teacher development and support system.
- Demonstrates a strong commitment and capability to thrive in a fast-paced, results-oriented environment in alignment with our network's strategic direction.

Positive School and Community Culture

- Create a culture of high expectations with a relentless focus on student achievement, college and career readiness, operational efficiency, and self-improvement.
- Maintain a safe and positive school environment in which students thrive, develop, and grow.
- Develop a work environment to retain and develop exceptionally talented staff.
- Foster an environment of deep collaboration with families and caregivers, building strong relationships and encouraging their direct engagement in their students' school experiences.
- Partner with the Alliance Home Office to secure and allocate the resources and support necessary to maintain the school's organizational health.

Alliance Chief Executive Officer

Alliance's CEO is a visionary, inspirational, strategic and equity-minded executive leader to rally the organization around Alliance's mission. Invested in relationships as well as results, Alliance's CEO has the ultimate management responsibility for leading the organization to achieve its mission of successfully operating high performing, college preparatory public charter schools in Los Angeles. The CEO sets the strategic direction of the schools and Home Office, has overall responsibility for the design and implementation of Alliance's educational model, and oversees all instructional, cultural, operational, financial and community relations of the organization through a group of chief officers and school leaders. The CEO reports to the Alliance Governing Board. In collaboration with the Board, the CEO articulates and drives the strategy of the organization, and fosters a culture of collaboration and cohesiveness, while retaining each school's distinctiveness, and creating space for continuous learning and innovation. The CEO has a deep commitment to racial justice and educational equity and knows how to unlock the full potential of people in a relationship-based, results-oriented, and mission-driven organization.

Develop and implement strategy.

- Develop and execute an inspirational, multi-year strategic plan to drive exceptional scholar experiences and outcomes.
- Set clear academic, cultural, operational and financial goals for schools and the Home Office and manage toward them, adapting as necessary given changes in the internal and external environment.

- Design and implement progress monitoring systems, review progress towards measures of success and hold staff accountable for results.
- Ensure compliance with all rules, regulations, and laws governing Alliance schools and Home Office.
- Lead a diverse high-performing leadership team that delivers transformational educational outcomes for scholars, and high satisfaction and retention of staff, scholars and families.

Establish and maintain a healthy organizational culture.

- Cultivate and nurture authentic relationships with staff, scholars and families.
- Ensure that Alliance meets its commitment to diversity, equity and inclusion, and continually strives to be an anti-racist, pro-Black public school system.
- Ensure that staff are supported and held accountable for modeling organizational values and contributing to a healthy culture that drives scholar success.
- Promote a culture of collaboration and transparent communication across the Home Office and the schools

Ensure financial health and sustainability.

- Ensure that the organization has a long-term financial plan (capital and operating) which ensures long-term sustainability, and a diversified and sustainable funding base.
- Oversee the development and management of an annual budget connected to the strategic plan and priorities of the organization.

Serve as the Alliance's public ambassador.

- Act as the public spokesperson for the organization.
- Elevate Alliance's reputation as a provider of exceptional public education and as a great place to work.
- Represent the Alliance in the education, philanthropic and business communities, among parents and families, community and government agencies, and the public.
- Work closely with the Alliance College-Ready Public Schools Foundation to raise external visibility and funding for Alliance programs, capital projects and strategic priorities.
- Advocate and build coalitions, relationships, and partnerships with elected officials, funders, community members and other charter and district public school systems in order to promote the best interests of the organization and its scholars.

Collaborate with the Governing Board.

- Propose agendas for the Board, reflecting issues, risks, opportunities, and priorities based on the strategic plan as well as organizational and political context.
- Develop and provide policy recommendations for consideration by the Board and its Committees.
- Communicate regularly and transparently with the Board.
- Maintain positive individual and collective relationships with board members.
- Perform other duties as are prescribed from time to time by the Board.

Alliance Chief of Staff

Reporting to the Chief Executive Officer, the Chief of Staff is responsible for facilitating and executing the leadership and vision of the CEO across the Cabinet, the Leadership Team, the Home Office, and school sites. The Chief of Staff is a member of Cabinet, leads the team responsible for supporting the CEO and Cabinet, and works closely with our Home Office teams and school leaders. The CoS is an experienced education professional with a proven track record in advising senior leaders, guiding large systems through transitions, designing inclusive and effective structures for communication and collaboration, and cultivating strong leadership

development and organizational culture, as well as a demonstrated deep commitment to diversity, equity and inclusion.

Advise the CEO

- Act as a strategic advisor to the CEO and serve as a proxy for the CEO to lead meetings and drive alignment and clarity across the organization.
- Assist the CEO in thinking through the organization's big picture and day-to-day objectives and key results: set strategic direction and operational priorities and policies; navigate implementation; consider recommendations; anticipate and mitigate challenges, uncertainty and risk; and provide critical feedback. Ensure mission critical decisions and input are not missed.

Organizational Leadership

- Guide the organization through the transition to a new CEO and a vision grounded in diversity, equity and inclusion, deep cross-functional collaboration, and the principle that *all* of our work is school-facing and should be grounded in and centered on the school site experience.
- In partnership with the CEO, support in the facilitation of a diverse Cabinet team. Set and lead the Cabinet's tactical rhythms and ensure a high level of Cabinet functioning, collaboration, and team culture, working toward achievement of network-wide goals and priorities and ultimately our aspiration as a network.
- In partnership with the CEO, lead the Home Office Leadership Team (Cabinet + VPs). Set and lead the Leadership Team's tactical rhythms and ensure a high level of Leadership Team functioning, collaboration, and team culture, including investing in the growth and development of Leadership Team members and running processes to ensure content alignment with other Cabinet members.
- Manage the Home Office. In partnership with the CEO, set and lead the Home Office's tactical rhythms and ensure a high level of Home Office functioning, collaboration, and organizational culture.
- Oversee engagement with the Alliance Governing Board and preparation for quarterly Board Meetings, including Board engagement strategy for training and meeting ongoing fiduciary responsibilities, all cross-functional collaboration for board materials and Board Member recruitment.
- Lead select high-stakes special projects as needed, at the discretion of the CEO.

Oversee School Governance and Compliance

- *Oversee the Director, Compliance in:*
    - supporting schools to meet federal, state and local compliance requirements by working collaboratively across Home Office teams to develop systems and processes to efficiently and consistently fulfill all relevant compliance requirements;
    - supporting annual cohort of schools in being renewed by their authorizer; and
    - supporting the collection and monitoring of data reported in the CA Dashboard and other federal and state compliance data report; and
    - supporting school sites in developing and monitoring their Local Control Accountability Plans
- *Oversee the Director, Governance in:*
    - supporting school sites and leaders in organizing school board governance structures and developing and building systems and processes to efficiently and

consistently maintain transparency, accountability and continuous improvement through the local school board and other governance structures; and
    - preparing and supporting school leaders in successfully preparing for and completing annual Los Angeles Unified School District and oversight visits and audits and accreditation oversight.
    - guiding schools through the federal program monitoring process.
- Collaborate with the Operations Team and through Network Operations Leads to ensure timely and proper enrollment and attendance reporting to all appropriate agencies.
- Collaborate with the Operations Team and through Network Operations Leads to support schools in compliance with records and document retention, including student cumulative records and other functional compliance documentation.
- Serve as Compliance Officer under the Uniform Complaint and Title IX policies and as one of the primary contacts on Alliance's anonymous complaint reporting system.
- Ensure 100% compliance to local, state and federal policies, regulations and requirements.

Team Leadership

- Guide CEO support team to ensure excellence in staffing the CEO, ensuring that day-to-day time, resources, and work are well-managed and in alignment with network-wide priorities.
- Manage, coach, develop and support direct reports.

Alliance Chief Operating Officer

The Chief Operating Officer (COO) ensures that the Alliance Network achieves operational excellence in support of scholar learning and Alliance's mission. The COO provides strategic direction and leadership for all operational functions and services for the Network and is responsible for ensuring that effective systems, structures, and processes are developed and institutionalized to support the Alliance Home Office and Alliance schools. The COO oversees the Operations, Facilities, Information Technology, and Data and Systems teams and works closely with the Alliance Governing Board, legal counsel, and district authorizers. This is a critical leadership role for the organization, reporting directly to the CEO and serving as a member of the Executive Cabinet and the Home Office Leadership Teams. The COO works in partnership with other senior members across the network to deliver stellar organizational operations so that the organization's goals, systems, and processes, and operational strategic plans, are met effectively and efficiently.

Operations

- In collaboration with the Vice President, School operations, oversee the development and implementation of a school operational support model that allows schools to focus on scholar achievement, that contributes to the long-term financial sustainability of the organization, and that mitigates risks;
- Advise and support school leaders and contribute to multiple operational and non-instructional works streams that impact these schools (e.g., food service, vendor management, compliance, enrollment, attendance, procurement and purchasing, safety/security, finance and budgeting, transportation, facilities, information technology, and human resources);

Facilities

- Guide the Facilities team in the development and implementation of a long-term capital plan, network- wide standards, and day-to-day facilities management that services the needs of existing schools;

Data and Systems and Information Technology

- Oversee the design and execution of a technology strategy that aligns to Alliance's strategic plan and provides services to the schools to enhance learning and communication while minimizing disruptions;
- Identify, create, implement, and support data and systems improvement initiatives and solutions, working with internal and external stakeholders to remedy gaps;
- Lead analysis and implementation of Academic data, including sharing key data findings with a variety of stakeholders.

Organizational Leadership

- Serve as a member of the Executive Cabinet and Senior Leadership Teams, as a partner in developing, executing and achieving Alliance's vision, mission, strategies, priorities and goals and playing an active and influential role in discussions and decisions about Alliance's strategic priorities and plans;
- Promote a culture of inclusion and equity, high performance, customer service, and continuous improvement as reflected in outstanding staff recruitment, retention and development;
- Develop and coach direct reports and team members by setting clear goals and providing regular constructive feedback and supporting growth and learning opportunities;
- Foster and facilitate cross-departmental collaboration and communication to support decisions that align with organizational strategy;
- Provide enterprise risk management analyses to make sure Alliance schools proactively review, anticipate, and address potential risks of all kinds affecting the network;
- Develop internal calendar timeline and processes for all operational and other compliance reporting activities, and provide school site support to ensure established timelines are met;
- Advise the CEO, President, the Governing Board and other key members of the Executive Cabinet on operational priorities, policy matters, and operational strategies, initiatives and issues;
- Serve as an ambassador and advocate for the Operations Teams;

- Develop and implement change management strategies for large-scale organizational initiatives.

Alliance Chief Financial Officer

The Chief Financial Officer (CFO) provides strategic direction and leadership, overseeing the financial functions and services for Alliance. The CFO is responsible for leading and facilitating all aspects of financial management at Alliance, which has a current annual budget of approximately $200 million. The CFO is responsible for ensuring that effective systems, structures and processes are developed and institutionalized to support all financial functions

at the Alliance Home Office, Alliance schools, Alliance Facilities Corporation, and the Limited Liability Companies (LLCs) that hold the title to Alliance's school properties. The CFO is responsible for all aspects of Alliance's facilities financing, currently totaling approximately $250 million, including new financings and refinancing existing maturities, lender and investor relations, and legal and reporting requirements. The CFO oversees the Procurement, Finance, Accounting, and Payroll teams. The CFO works closely with the Alliance Governing Board, external auditors, legal counsel, lenders, funders, the Alliance Foundation, and district authorizers. The CFO reports directly to the CEO and is a member of the Executive Cabinet and the Home Office Leadership Team.

Finance, Accounting, and Payroll

- Oversee the development and implementation of operating budgets for schools and Hom Office, capital expense planning, and long-term financial modeling in alignment with th organization's strategic plan;
- Oversee the Finance and Accounting teams to prepare monthly financial variance reports, meet with budget owners regularly to review individual budgets and assist with the achievement of goals;
- Oversee the Payroll team to process employee payroll, benefits, retirement and taxes. Work closely with the Talent team on cross-functional payroll issues;
- Manage all banking, corporate insurance, investor, and lending relationships with selected financial institutions, lenders, and insurance firms. Determine and obtain optimal financing for capital projects, and manage Alliance's debt profile;
- Protect assets by coordinating and overseeing administration of strong internal accounting policies, controls and procedures for accounting operations. Monitor internal audits and oversee external audits, including Alliance's annual financial audit and Fiscal Oversight conducted by the Los Angeles Unified School District.

Procurement

- Oversee the implementation of an efficient and effective purchasing function and we designed system of internal controls and ensure an effective competitive selection proce exists for applicable contracts and vendor services as required by internal policy and sta and federal regulations;
- Oversee preparation and approval of all contractual documents, including major vendo and professional service agreements;
- Provide for strong internal controls through the maintenance, review, and accountability o Alliance's Fiscal Policies and Procedures.

Strategy, Vision and Leadership

- Promote a culture of high performance, customer service and continuous improvement as reflected in outstanding staff recruitment, retention and development;
- Develop and coach direct reports, including the Vice President Accounting, Vice President Finance, Director Business Strategy, and team members by setting clear goals and providing regular constructive feedback and supporting growth and learning opportunities;
- Foster and facilitate cross-departmental collaboration and communication to support long-term financial decisions that align with organizational strategy;
- Provide enterprise risk management analyses to make sure Alliance schools proactively review, anticipate, and address potential risks of all kinds affecting the network;
- Develop internal calendar timeline and processes for all financial, accounting, payroll, lending, and other associated compliance reporting activities, and provide school site support to ensure established timelines are met;

- Represent the organization externally, as necessary, particularly in banking and financial settings;
- Advise the President/CEO, the Governing Board, members of the Executive Cabinet, Principals, and other key stakeholders on financial planning, budgeting, cash flow, investment priorities, and policy matters.

Organizational Leadership

- Serve as a member of the Executive Cabinet as a partner in developing, executing, and achieving Alliance's vision, mission, strategies, priorities and goals;
- Serve as a strategic advisor and functional expert to the CEO, Executive Cabinet, and Senior Leadership Team regarding financial strategies, initiatives and issues;
- Serve as an ambassador and advocate for the Finance and Accounting Teams;
- Provide coaching and guidance for team managers to continually improve effective management practices;
- Develop and implement change management strategies for large-scale organizational initiatives.

Alliance Chief People Officer

Reporting to the Chief Executive Officer, the Chief People Officer sets the vision and direction for attracting, engaging, rewarding, developing, and retaining Alliance's 1,400+ person team. The CPO is directly responsible for the strategic and tactical oversight of all aspects of talent work at Alliance, including human resources, staffing, employee relations and engagement, performance management, compensation, and other talent-related strategic initiatives. As a change management leader adept at building upon foundational human capital systems, the CPO plays a pivotal role in the next era of Alliance's organizational development by setting the vision and direction for a strong, inclusive, and people-focused culture. This position represents an extraordinary opportunity to impact the way the entire organization thinks about and develops people and subsequently impacts the experience of every Alliance employee.

Organizational Leadership

- Serve as a member of the Senior Leadership Team, playing an active and influential role in discussions and decisions about Alliance's strategic priorities and plans;
- Serve as a strategic advisor and functional expert to the CEO and Senior Leadership Team regarding talent management strategies, initiatives and issues;
- Serve as an ambassador and advocate for the Talent Team and all people matters;
- Oversee initiatives and activities to build organizational culture;
- Provide coaching and guidance for home office team managers to continually improve effective management practices;
- Develop and implement change management strategies for large-scale organizational talent initiatives;
- Ensure that all talent-related policies, procedures and processes are aligned with the organization's culture and values.

Performance Management

- Partner with the Performance Management team to ensure the quality implementation of Alliance's performance management system across all levels and teams in the organization;
- Set and execute a competitive, equitable and transparent compensation strategy;

- Develop and implement a continuum of professional growth for all home office and school-based staff to foster a robust internal talent pipeline from the entry level to the leadership level; develop and expand career opportunities for all Alliance employees;
- Model and facilitate a culture of continuous learning, ensuring that staff has access to continued professional development and opportunities for growth;
- Support leaders in making key personnel decisions and develop strategic staffing plans for the organization.

Human Resources

- Partner with the Vice President of Human Resources Operations, who oversees the team responsible for benefits, compliance, credentialing, leaves of absence, workers compensation, HR data and operations, to ensure the organization complies with applicable federal, state, and local employment laws and regulations;
- Develop, oversee, and approve updates to organization-wide HR policies and procedures;
- Manage the human resources information system to track and analyze human resource related metrics.

Staffing

- Partner with the Vice President of Staffing to develop and refine Alliance's current staffing strategy to market and recruit staff locally and nationally, leveraging the organization's mission, brand and value proposition;
- Ensure that every Alliance school is staffed with high-capacity, highly effective and diverse teachers and staff members;
- Evaluate the organization's recruitment and selection models to improve effectiveness.

Employee Relations, Engagement

- Partner with the Vice President of Employee Relations & Engagement to ensure regular assessment and reporting on employee morale with a focus on continuous improvement and the development of positive employer/employee relationships to promote a high level of morale, motivation and retention;
- Support and develop home office and school leaders to achieve high levels of employee satisfaction and retention;
- Assess overall organizational health and cultural practices, and work with leadership teams across Alliance to create the conditions that will ultimately lead to attracting, developing and retaining a diverse team of high performers.

Alliance Chief Instructional Officer

The Chief Instructional Officer (CIO) is responsible for supporting and driving educational performance at Alliance. The CIO establishes the academic vision and instructional model for the organization. The CIO oversees three key areas: (1) Teaching and Learning, which includes curriculum, instruction and assessment, and professional development; (2) Diverse Learners, including academic programs that support advanced learners as well as intervention and support for English learners and scholars with special needs; (3) Instructional Leadership, the team of Instructional Superintendents who oversee their clusters of high schools and/or middle schools and implements the academic model in schools. The CIO sets the vision and strategy for leading excellent schools, including defining metrics for success, overseeing goal setting and implementing solutions for those goals to be met. The CIO is an experienced administrator with a proven track record of effective leadership with school leaders, and ability to navigate complex issues and drive strong scholar performance results.

The CIO reports to the CEO and is a member of the Executive Cabinet and the Home Office Leadership Team.

WHAT YOU WILL DO

The CIO is responsible for achieving significant scholar performance gains and success across the network. The CIO will be in schools frequently, identifying areas of need, providing feedback, and driving towards improved outcomes. The main areas of responsibility are:

Teaching and Learning

- Manage and develop the Vice President, Teaching and Learning, collaboratively developing and implementing a coherent academic model across all Alliance schools that balances consistency with autonomy and harnesses ways of sharing best practices to support scholar success;
- Serves as a leader on the development and implementation of culturally responsive educational priorities;
- Lead the development and purchase of rigorous, standards-based, culturally responsive curriculum and instructional resources;
- Oversee academic content specialists to develop curricular scope and sequence, model lessons, exit tickets, pedagogical tools, data analysis templates, and classroom observation protocols;
- Provide regular professional development for school leaders (e.g., principals, assistant principals, directors of instruction, special education coordinators, etc.) on the components of Alliance's academic model;
- In partnership with the President, deliver on academic performance objectives.

Diverse Learners

- Passionately advocate for an *All Means All* approach to serving all scholars, especially scholar subgroups that have been historically underserved, across staff at all levels of the organization, including site-based leaders and teachers, and Home Office staff;
- Manage and develop the Vice President, Diverse Learners, collaboratively operationalizing the *All Means All* approach to serving scholars;
- Develop and oversee implementation of Alliance's Master Plan for English Learners;
- Oversee instructional and intervention programs, supports and compliance for scholars with disabilities and other diverse learners;
- Develop and oversee implementation of framework and support for advanced learners.

Instructional Leadership

- Manage and develop the Managing Instructional Superintendent and work closely with the President and the Instructional Superintendent cadre to inspire, challenge, and develop high-quality instructional leadership across all Alliance schools;
- Under the direction of the Chief Instructional Officer, Instructional Superintendents will:
    - Provide direct supervision of and formal evaluations to support principal growth and development;
    - Strategically support school leaders in the creation and operation of systems and structures necessary to enable schools to achieve the goals set in their annual operating plans;

    - Support schools in building community partnerships that enhance and support the accomplishment of the school's mission, vision, and goals;
    - Model a service approach in all schools, carefully balancing autonomy and consistency of practice;
    - Assist in guiding school leaders in successfully preparing for oversight, accreditation and charter renewal processes (including WASC accreditation), and participate in associated school visits.
    - Understand and interpret performance data to identify areas for development, and share and support implementation of best practices across schools;
    - Build capacity of school leaders to ensure effective teaching and learning aligned to the Alliance's leadership and teaching frameworks;
- Provide ongoing coaching and support (in a variety of individual and group settings) to school leaders in developing the skills necessary to achieve school success, including general leadership, instruction, and creating a college-going culture;
- Collaborate with Alliance Home Office Academic team to establish instructional priorities by school site and coordinate the deployment of resources to teachers and school leaders;
- Ensure the alignment of school support, effective use of time, quality of service, and customized supports for each school based on the operational and instructional needs of the school and organizational goals of the Network.

Organizational Leadership

- Serve as a member of the Senior Leadership Team, playing an active and influential role in discussions and decisions about Alliance's strategic priorities and plans;
- Serve as a strategic advisor and functional expert to Cabinet and the Senior Leadership Team regarding academic strategies, initiatives and issues;
- Serve as a member of Schools Executive Team, playing an active and influential role in discussions and decisions about Alliance's school-facing priorities and plans;
- Provide coaching and guidance for team managers to continually improve effective management practices;
- Develop and implement change management strategies for large-scale organizational initiatives.

Alliance Chief Equity Programs Officer

Reporting to the Chief Executive Officer, the Chief Equity Programs Officer (CEPO) is responsible for leading vision, strategy, and implementation of programs that improve equitable outcomes for all scholars, centering the experiences of our Black and brown scholars, their racial, cultural and personal identities, while ensuring they graduate "College-Ready". This role leads this work in close partnership with the Chief Instructional Officer as part of integrated and cross-functional strategy and support to schools. The Chief Equity Programs Officer is a member of Cabinet; leads the team responsible for Scholar, Family, & Community Services, Counseling & College Success, and Diversity, Equity, & Inclusion; and works closely with our school leaders, school site staff, and Home Office teams. The CEPO is an experienced education professional with a proven track record in anti-racist leadership and systems change, trauma-informed and restorative discipline practices, and advancing scholar outcomes and college access through critical scholar supports and services.

Build School Culture

- Establish a short and long term vision for thriving, creative, anti-racist, trauma-informed, college-oriented school cultures across the Alliance network
- Establish short and long term strategies to deepen capacity for Alliance communities to engage in and lead anti-racism, pro-Black work
- Lead the charge, in collaboration with Cabinet, senior leaders and other stakeholders, to dismantle racist institutional behaviors, practices, systems, and structures to ensure equitable outcomes for Black and Brown scholars and staff
- Co-develop and lead a vision for continuous learning regarding anti-racism, diversity, equity, and inclusion within Alliance's culture and practice, at schools and across the network
- Oversee development of strong trauma-informed, data-driven culture systems with a clear through line between the intersections of college readiness, academics, SEL, DEI, counseling, and restorative practices, with the effect of increasing college matriculation, persistence, and graduation
- Oversee the vision and strategies for empowering parents and families to act as partners in their scholars' education, as well as to develop and increase the partnerships between Alliance schools and their local communities
- Provide equity thought-partnership across Alliance and develop a culture of accountability and support that will ensure all leaders at every level, embody our commitment to becoming an anti-racist and pro-Black network

Provide High-Quality Supports to Scholars

- Oversee the building and strengthening of a coordinated system of trauma-informed supports and resources that, in partnership with families and communities, foster safe and caring learning environments where all scholars thrive
- Oversee the strategy for supporting scholars thrive through socio-emotional learning, college success and out of school time programming
- Increase scholar learning and success by addressing attendance/truancy, discipline and restorative practices, and the socio-emotional and mental health learning and wellness of scholars

Increase College Access and Completion

- Oversee the vision for Alliance college and counseling efforts by using data and all tools available (student information systems, data, etc.) to develop and assess strategic plans to exceed performance targets related to college match, matriculation, persistence and completion, driving appropriate school-based and network-based college supports and initiatives for middle schools, high schools, and alumni
- Oversee the vision for implementing and developing secondary and post-secondary support strategies and programs working towards achieving Alliance's aspiration of 75% or more of our scholars graduating from a 4-year college or university and supporting scholar development to embody the five pillars of the College-Ready Graduate Profile: Resilient Learner, Wellness Seeker, Scholarly Thinker, Community Advocate, and Powerful Communicator.

Team Leadership

- Lead a diverse team, which encompasses Diversity, Equity, and Inclusion; Counseling and College Success; and Scholar, Family, & Community Services
- Cultivate a thriving, creative, anti-racist team culture and effectively empower, support and develop the team with an assets-based approach

Alliance Chief of Strategy & Innovation

Reporting to the Chief Executive Officer, the Chief Strategy & Innovation Officer is responsible for developing the long-term vision and strategy of the network and translating that into action across the system, driving critical work through high-impact cross-functional implementation and strong relationships with the communities we serve. The Chief Strategy & Innovation Officer is a member of Cabinet; leads a team focused on long-term strategy and innovation, strategic implementation of annual network-wide goals and processes, and communications, public affairs, and stakeholder engagement; and works closely with our Home Office teams and school leaders. The CSIOan experienced education professional with a proven track record in visionary and innovative systems leadership and accomplishing critical deliverables on behalf of scholars and schools, as well as a demonstrated deep commitment to diversity, equity and inclusion.

Strategic Planning & Implementation

- Lead an inclusive, comprehensive multi-year core values definition and strategic planning process that lives out the organization's commitment to DEI and anti-racism and sets direction for the organization for the next 3-5 years.
- Oversee strategy for annual strategic planning and budgeting as well as implementation of annual network-wide, cross-functional priorities and goals.

Communications & Public Affairs/Relations

- Oversee public affairs/relations strategy, including across internal and external communications, advocacy and engagement, network and school site affairs, and navigation of the broader educational ecosystem in Los Angeles.
- Manage creation and delivery of communications plans that lead to long-term brand-building and commitment to Alliance goals, while encompassing our diversity, equity, and inclusion, social justice, and educational equity values.
- Set the vision for external-facing content to ensure consistent voice, tone, and key messages to best represent the organization.
- Lead collaboration and coordination with the Alliance Foundation.

Innovation

- Establish the short and long-term vision, goals, and strategy for the organization, with decision-making authority and ability to manage organization-wide policies, strategies, and interdependencies for emerging innovation.
- Build capacity around innovation within the network, leading the development of this new function within the Strategy & Innovation Team.
- Utilizing insights from data and stakeholder engagement, guide the network through cross-functional design and implementation processes to anticipate and innovate toward long-term organizational health and impact.

Team Leadership

- Lead a diverse team, which encompasses innovation, strategic planning and implementation, and communications, public affairs, and stakeholder engagement.
- Manage, coach, develop and support direct reports across functional areas that the CSIO role oversees.

Alliance General Counsel

The General Counsel develops legal strategy and oversees all legal matters at Alliance. The General Counsel is responsible for the legal activities of Alliance, its schools, and related entities. The General Counsel reports directly to the CEO and is a member of the Executive Cabinet and the Home Office Leadership Team.

Legal Counsel

- Provide guidance on California education code, charter school law, corporate, governance, and compliance matters, real estate acquisition and management, labor and employment law, special education, scholar discipline, and other legal issues as they arise;
- Render legal opinions and recommendations based on applicable law, regulations, and policies.
- Advise school leaders and Home Office executive staff on legal matters;
- Provide legal training and advice to the Alliance Governing Board, Home Office leaders and school leaders;
- Perform other related duties as assigned or directed.

Risk Management

- Draft or oversee the drafting of contracts, agreements, leases and other legal documents;
- Conduct legal research, draft legal memoranda, prepare training materials, draft policies and procedures, and review contracts;
- Oversee litigation matters, including mediations and arbitrations;
- Delegate, as necessary, legal matters to outside legal counsel, and review and manage the work product of outside counsel.

Organizational Leadership

- Serve as a member of the Senior Leadership Team, playing an active and influential role in discussions and decisions about Alliance's strategic priorities and plans;
- Serve as a strategic advisor and functional expert to the CEO and Senior Leadership Team regarding legal strategies, initiatives and issues;
- Mange, coach, and support direct reports;
- Serve as an ambassador and advocate for the Legal Team.

Governing Board Composition and Member Selection

Board Composition

Charter School

The Charter School is a directly funded independent charter school that is operated by a nonprofit public benefit corporation. The affairs of the Charter School are managed and its powers are exercised solely under the authority of the Alliance Board of Directors ("Board," "Charter School's Board of Directors," or "Board of Directors"), whose responsibility for key operational matters includes but is not limited to: (1) the governance and operation of the Charter School in compliance with applicable law and the Charter; and (2) the Charter School's financial management, viability, and accountability, including but not limited to expenditures and accounting of all public funds received by the Charter School.

The Charter School operates under the charter authorization of the District. The Charter School abides by the current published, communicated and defined District policy for charter schools. The Charter School is and will be solely responsible for the debts and obligations of the Charter School.

Board of Directors

The Board of Directors shall consist of not less than 5 nor more than 11 directors. The District reserves the right to appoint a single representative to serve on the Board. The Board meets regularly, operating in accordance with the Brown Act, Education Code Section 47604.1(c), its Articles of Incorporation and its Bylaws.

After the initial directors, who shall serve staggered terms of one, two, or three-years in accordance with the Bylaws, each director selected and confirmed shall serve a three-year term. A director designated by District shall serve for such term of office as is specified by the District.

The Board, the Charter School's administrative staff, and their respective representatives are responsible for all aspects of the day-to-day operations of the Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. In accordance with California law applicable to nonprofit public benefit corporations, some of the responsibilities of the Board may be delegated to committees of the Board or officers of the Corporation.

A quorum of the Board for the transaction of business is the majority of directors then in office. An act or decision done or made by a majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by the Bylaws, including but not limited to those provisions relating to appointment of committees and indemnification of directors.

All meetings of the Board shall be held at the principal office of the Corporation or at such other place as shall be determined from time to time by resolution of the Board, provided that, during any period that the Corporation is operating one or more charter schools within the State of California, all meetings of the Board shall be held at locations meeting the requirements of Section 47604.1(c) of the California Education Code.

For each meeting of the Board, the Corporation shall establish a two-way teleconference location at the school site of each charter school operated by the Corporation, in compliance with the requirements of Section 47604.1(c) of the Education Code, and may establish such additional teleconference locations as the Corporation deems appropriate. The Board shall post agendas at all teleconference locations and conduct teleconference meetings in a manner compliant with the Brown Act. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the jurisdictions of the charter authorizers that have approved the charter petitions of the charter schools operated by the Corporation. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. Any abstention from a board vote will be noted in the board minutes. For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the Corporation from providing the public with additional teleconference locations.

The Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The Board helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies including but not limited to: compliance mandates, health and safety, use and maintenance of facilities, and overseeing that the Charter School resources are managed effectively. The day-to-day operations and management of the Charter School are provided by the officers of the Corporation, management staff responsible for school services and supervision and administrative staff.

A copy of the Articles of Incorporation, Bylaws, Conflict of Interest Code and the names of Board members are provided to the District Charter Schools Division. Any changes made to these documents that materially alter the charter must first be approved through the District's charter amendment process.

The Charter School complies with the Brown Act, Political Reform Act, and Government Code Section 1090, *et seq*., as set forth in the Education Code Section 47604.1. The Charter School posts Board agendas for regular meetings at least 72 hours in advance at a visible location in the Charter School office as well as on the Charter School's website in English and Spanish or other dominant language as needed by the community served. The Corporation maintains a record book of meeting agendas and minutes. Copies of the Board agenda and minutes are posted on the Charter School website in both English and Spanish. All meetings of the Board of Directors are open to the public, excluding closed sessions as permitted by the Brown Act.

Business and Operations Assistance

Alliance provides for the Charter School certain back-office services, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll,

compliance, required reporting, vendor management and select service vendor contract negotiations, and purchasing. Alliance also supports the Board in its role of providing oversight and monitoring and adherence to the Charter School's fiscal policies and any applicable law. The Los Angeles County Office of Education ("LACOE") receives and forwards public funds for the Charter School directly to the Charter School's operating account. Alliance maintains separate financial records for the Charter School and assures that all accounting complies with generally accepted accounting principles.

Board Members

The Board of Directors shall consist of not less than 5 nor more than 11 directors. The District reserves the right to appoint a single representative to serve on the Board. The Board meets regularly, operating in accordance with the Brown Act, Education Code Section 47604.1(c), its Articles of Incorporation and its Bylaws.

After the initial directors, who shall serve staggered terms of one, two, or three-years in accordance with the Bylaws, each director selected and confirmed shall serve a three-year term. A director designated by District shall serve for such term of office as is specified by the District.

Alliance Governing Board Qualifications:

Alliance aspires to have a Governing Board that reflects the demographics of our city and the scholars we serve. We consider the following qualifications:

- Representation from people of color and in particular, the Latinx community
- Bilingual Spanish speakers
- Gender equity; and who have,
- Deep professional experience in education, finance, law, real estate, public affairs; and/or
- Experience as a former Alliance scholar, parent, or staff member.

Alliance Governing Board Recruitment Process:

1. Surveys sent to principals, Alliance staff members and current board members.
2. Call for board member nominations will be added to Alliance website and communications with SSACs, Alliance principals and Alliance staff.
3. Initial gap analysis to identify any missing skills or competencies the board for which to recruit in new directors. Founding board members will also examine the pipeline for interested candidates.
    a. The draft criteria that these founding board members will be using to identify, recruit, and select new board members include:
        1. Reflect the demographics of our city and the scholars we serve
        2. Full representation from people of color;

3. Bilingual Spanish speakers;
4. Gender equity; and
5. Deep professional experience in education, finance, law, real estate, public affairs and /or experience as an Alliance alumni, parent or prior Alliance employee.

4. Alliance Governing Board members deliberate publicly and vote on proposed process for board recruitment
5. Alliance Governing Board members vote on whether to create an Ad Hoc Board Recruitment Committee tasked with recruiting new board members and conducting due diligence to expand the board.
6. One or two board members have an initial meeting with potential candidates.
7. Initial meeting of the Ad Hoc Board Recruitment Committee to discuss candidate recruitment.
8. Candidates accompany the Chief Executive Officer ("CEO"), and at least one board member who has not yet met the candidate on an Alliance school visit. This is an opportunity for the candidate to learn more about Alliance as well as for the CEO, board members, and members of our school communities to meet the candidate.
9. The Ad Hoc Board Recruitment Committee meets to decide the slate of candidates (if any) to bring as recommendations to the full board.
10. The Alliance Governing Board will release the Ad Hoc Board Recruitment Committee's recommendations to the board, as a part of the agenda for the June public board meeting.
11. Vetted Candidates Up for a Vote
    a. Names provided by Ad Hoc Board Recruitment Committee as recommended to join the Alliance Governing Board
    b. Names/bios and board resolution in agenda and pre-reading
    c. Opportunity for public comment
    d. Discussion and vote by the full board
    e. A "Yes" vote means that the board chair will extend an offer to the candidate(s) to join the board and attend the next public board meeting.
12. If the board endorses the candidate, he or she is then invited to join the next board meeting. Prior to the meeting, if feasible, the new member should:
    a. Attend a board induction, including necessary training conducted by Alliance staff/Legal Counsel
    b. Be assigned to a committee and a mentor

Governance Procedures and Operations

Meeting Location and Frequency

All meetings of the Board shall be held at the principal office of the Corporation or at such other place as shall be determined from time to time by resolution of the Board, provided that, during any period that the Corporation is operating one or more charter schools within the

State of California, all meetings of the Board shall be held at locations meeting the requirements of Section 47604.1(c) of the California Education Code.

For each meeting of the Board, the Corporation shall establish a two-way teleconference location at the school site of each charter school operated by the Corporation, in compliance with the requirements of Section 47604.1(c) of the Education Code, and may establish such additional teleconference locations as the Corporation deems appropriate. The Board shall post agendas at all teleconference locations and conduct teleconference meetings in a manner compliant with the Brown Act. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the jurisdictions of the charter authorizers that have approved the charter petitions of the charter schools operated by the Corporation. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. Any abstention from a board vote will be noted in the board minutes. For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the Corporation from providing the public with additional teleconference locations.

The Alliance College-Ready Public Schools Audit Committee meets twice annually to review financial audits, tax returns, and audit firm selection. Recommendations are made to the Governing Board for approval at designated board meetings.

Annual Calendar Process and Timeline

The Board meets regularly, operating in accordance with the Brown Act, Education Code Section 47604.1(c), its Articles of Incorporation and its Bylaws. At each June Board meeting, the Alliance Governing Board votes to approve the regular meeting dates for the upcoming school year, ensuring that the approved calendar complies with all applicable legal and procedural requirements for the continued operation and governance of the charter schools.

Posting Locations

The Charter School complies with the Brown Act, Political Reform Act, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1. The Charter School

posts Board agendas for regular meetings at least 72 hours in advance at a visible location in the Charter School office as well as on the Charter School's website in English and Spanish or other dominant language as needed by the community served. The Corporation maintains a record of meeting agendas and minutes. Copies of the Board agenda and minutes are posted on the Charter School website in both English and Spanish. All meetings of the Board of Directors are open to the public, excluding closed sessions as permitted by the Brown Act.

Brown Act Compliance

The Board meets regularly, operating in accordance with the Brown Act, Education Code Section 47604.1(c), its Articles of Incorporation and its Bylaws.

All meetings of the Board shall be held at the principal office of the Corporation or at such other place as shall be determined from time to time by resolution of the Board, provided that, during any period that the Corporation is operating one or more charter schools within the State of California, all meetings of the Board shall be held at locations meeting the requirements of Section 47604.1(c) of the California Education Code.

For each meeting of the Board, the Corporation shall establish a two-way teleconference location at the school site of each charter school operated by the Corporation, in compliance with the requirements of Section 47604.1(c) of the Education Code, and may establish such additional teleconference locations as the Corporation deems appropriate. The Board shall post agendas at all teleconference locations and conduct teleconference meetings in a manner compliant with the Brown Act. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the jurisdictions of the charter authorizers that have approved the charter petitions of the charter schools operated by the Corporation. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. Any abstention from a board vote will be noted in the board minutes. For the purposes of this subsection (i), "teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the Corporation from providing the public with additional teleconference locations.

The Charter School complies with the Brown Act, Political Reform Act, and Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1. The Charter School posts Board agendas for regular meetings at least 72 hours in advance at a visible location in the Charter School office as well as on the Charter School's website in English and Spanish or other dominant language as needed by the community served. The Corporation maintains a record book of meeting agendas and minutes. Copies of the Board agenda and minutes are posted on the Charter School website in both English and Spanish. All meetings of the

Board of Directors are open to the public, excluding closed sessions as permitted by the Brown Act.

Quorum Requirements

A quorum of the Board for the transaction of business is the majority of directors then in office. An act or decision done or made by a majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by the Bylaws, including but not limited to those provisions relating to appointment of committees and indemnification of directors.

Board Action (Voting) Requirements

An act or decision done or made by a majority vote of the directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more directors from voting, is required by law, by the Articles of Incorporation, or by the Bylaws, including but not limited to those provisions relating to appointment of committees and indemnification of directors.

Abstention and Teleconference Participation

For each meeting of the Board, the Corporation shall establish a two-way teleconference location at the school site of each charter school operated by the Corporation, in compliance with the requirements of Section 47604.1(c) of the Education Code, and may establish such additional teleconference locations as the Corporation deems appropriate. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the boundaries of the jurisdictions of the charter authorizers that have approved the charter petitions of the charter schools operated by the Corporation. Participation in a meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

“Teleconference” is defined as a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing in this subsection shall prohibit the Corporation from providing the public with additional teleconference locations.

An act or decision done or made by a majority vote of the Directors then in office at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to appointment of committees and indemnification of Directors. The Board shall publicly report any action taken and the vote or abstention on that action of each Director present for the action. Any abstention from a board vote will be noted in the board minutes.

Stakeholder Involvement

Role of Parents and Staff in Governance

The School Coordinating Council ("School Site Advisory Council" or "SCC") with a membership of 10 to 20 stakeholders representing various stakeholder groups, will be an advisory body to the Principal on the management of the school, including, but not limited to, school policies, the academic performance, and annual development of the LCAP and the budget. This council shall be composed of a majority of teacher and parent members and include a classified employee and certificated administrator. Members of the SCC are representatives from various stakeholder groups, with the majority being made up of teachers and parents who self-nominate to serve on the council. The SCC will help guide the decisions that best serve the families. Based on suggestions and recommendations from the SCC, the Principal will reflect this feedback in their decisions and operations. The SCC will meet at the Charter School site a minimum of six (4) times per year. Should topics or recommendations warrant a discussion with the Charter School Board of Directors, directors will attend SCC meetings. The SCC will strive to create a collaborative and transparent decision-making process that includes the input of all stakeholder groups. The School Board of Directors shall have final authority on all school related matters.

Stakeholder LCAP Consultation

Educational Partner Engagement

All stakeholder groups - parents, teachers, staff, administrators, and students are engaged in the development of the LCAP and annual update in a variety of venues and methods. The primary engagement strategy is Educational Partner Engagement sessions that are held once per semester for each of the above groups. These sessions are publicized through school outreach and mailings, and every effort is made to reduce barriers to attendance. In these sessions, verifiable data regarding student performance are shared with all in attendance, as

well as information regarding the school's educational program and other scholar supports. Budgeting information is discussed in relation to these data, and feedback is taken and recorded regarding all of these topics and then incorporated into school budgeting and programming decisions.

School-Site Advisory Committee (SSAC) Engagement

The SSAC is included in the above Educational Partner Engagement process and takes part in a robust discussion of the budgetary information. This engagement process spans at least two separate SSAC meetings and often takes three or more meetings to ensure full discussion and engagement. Feedback is solicited, recorded, and discussed carefully. This engagement process is followed by a final meeting to review the full LCAP and approve it for presentation to the Alliance Governing Board for final approval.

Stakeholder Educational Program Consultation

The SSAC process is a collaborative framework designed to actively involve stakeholders in decision-making and continuous improvement efforts within schools. It serves as a structured platform where diverse voices - students, parents, educators, community members, and administrators - come together to discuss and provide input on key issues affecting the school community.

Goals of the SSAC Process:

1. **Inclusive Stakeholder Engagement**: To ensure that all groups, especially those historically underrepresented, have an opportunity to participate and share their perspectives.
2. **Transparency in Decision-Making**: To foster trust by providing stakeholders with a clear understanding of school goals, policies, and challenges.
3. **Shared Accountability**: To encourage collective ownership of outcomes by involving stakeholders in the planning and evaluation process.

Key Steps in the SSAC Process:

1. **Formation of the Committee**:
    - Schools actively identify and invite diverse stakeholders, ensuring representation from all segments of the community. Each stakeholder group then elects its representatives through a voting process within their respective member groups, fostering legitimacy and accountability.
    - Roles and responsibilities are clearly defined to ensure productive participation.
2. **Information Sharing and Education**:
    - The committee is provided with relevant data, such as academic performance metrics, resource allocations, and community needs assessments.
    - Stakeholders are trained on school policies, procedures, and objectives to empower informed contributions.
3. **Collaborative Discussions**:

    - Regular meetings are held to discuss initiatives, challenges, and opportunities for growth.
    - Stakeholders are encouraged to share insights and propose solutions, leveraging their unique perspectives.
4. **Feedback and Recommendations**:
    - The committee synthesizes input to provide actionable recommendations to school leadership.
5. **Implementation and Monitoring**:
    - Approved initiatives are implemented with periodic updates shared with the SSAC and broader community.
    - The committee monitors progress, ensuring alignment with shared goals and addressing emerging concerns.

Benefits of the SSAC Process:

- **Empowered Communities**: Stakeholders feel valued and invested in the success of the school.
- **Enhanced Decision-Making**: Diverse perspectives lead to more comprehensive and effective solutions.
- **Improved Outcomes**: Collaborative engagement supports initiatives that better reflect the needs of the school community.

By embedding the SSAC process into school governance, institutions can build stronger relationships with their communities while driving meaningful and sustainable improvements.

Website Support of Stakeholder Involvement

Each Alliance school's website includes various resources for stakeholders to engage with the school site directly. Information is easily accessible, and includes items for staff, scholars, families, and community members. Below are some examples of critical items that are included in our school sites:

1. Every school has a vision and mission that outlines the work that the school engages in, as well as a message from the principal. This is a way for the community to be aware of the school's culture, values, and objectives.
2. Enrollment information is provided and easily accessible; prospective families are able to learn about the enrollment process for Alliance, and are able to apply directly via the school's website.
3. There is a dedicated "Parents" tab which incorporates critical policy documents, as well as the Parent Handbook, including the Uniform Complaint Procedure, and bell schedules,nutrition schedules, and access to school calendars for events.
4. Governing Board agendas and meetings are posted on our Alliance website and stakeholders are able to access the meeting virtually via a one-step click to those links.
5. PowerSchool and Google Classroom links are accessible for stakeholders, especially scholars and families, to stay updated on their academic progress.
6. There is a voter registration link that advances our civic outreach efforts to make access to registration easier.

7. Stakeholders are able to complete a contact form that is sent directly to school staff to ask questions or engage directly with the school.
8. A robust and organized Compliance Document Storage and Public Archive page includes Local Control Accountability Plans, Budget Overviews, Parent-Scholar Handbooks, School Accountability Report Cards, and English Learner Masterplans. It also includes information on Title IX, Bullying, Discrimination, Harassment, and Suicide Prevention. It also contains information on How to Access Mental Health Services.

Stakeholders are also able to access Alliance College-Ready Public Schools' network webpage (www.laallliance.org), which includes further information about the Alliance network, and includes things like:

1. Access to our long-term strategic vision website, which outlines, among other things, our network priorities.
2. Information about each of our Alliance schools, and the communities that they serve.
3. Our commitment to being an anti-racist, pro-Black organization, along with our network values.
4. Advocacy pages for families to learn more about charters, and ways that they can engage with Alliance.
5. Access to the scholar results seen across our Alliance network.
6. Staff directories.

Composition, Selection, and Operating Procedures for Parent Organizations or Committees

School Coordinating Council

The School Coordinating Council ("School Site Advisory Council" or "SCC") with a membership of 10 to 20 stakeholders representing various stakeholder groups, will be an advisory body to the Principal on the management of the school, including, but not limited to, school policies, the academic performance, and annual development of the LCAP and the budget. This council shall be composed of a majority of teacher and parent members and include a classified employee and certificated administrator. Members of the SCC are representatives from various stakeholder groups, with the majority being made up of teachers and parents who self-nominate to serve on the council. The SCC will help guide the decisions that best serve the families. Based on suggestions and recommendations from the SCC, the Principal will reflect this feedback in their decisions and operations. The SCC will meet at the Charter School site a minimum of four (4) times per year. Should topics or recommendations warrant a discussion with the Charter School Board of Directors, directors will attend SCC meetings. The SCC will strive to create a collaborative and transparent decision-making process that includes the input of all stakeholder groups. The School Board of Directors shall have final authority on all school related matters.

Parent/Community Town Hall Meetings

Approximately once a month, the Charter School holds meetings in a Town Hall Meeting format that all parents, community and staff members are welcome to attend. Topics for discussion or presentation include school-wide topics of interest related to achieving the goals of the Charter School and its students. Meetings are generally attended by the principal and administrative staff of the Charter School and, if the subjects to be discussed warrant it, members of the Charter School Board.

The school also maintains a website to keep parents and members of the community abreast of its events. All meetings are calendared in advance, with the goal of engaging all parents.

Parent Engagement

Parents have a right to choose to send their children to excellent high-performing schools and have a right and the responsibility to participate actively in ensuring the success of their child and the school. The Charter School understands the importance of active parent involvement in the education of their children.

Parents of the Charter School students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At the Charter School, it is anticipated that:

- Parents are actively engaged as members of the ongoing School Coordinating Council.
- Parents of participating Title 1 students participate in an Annual Charter School Title 1 meeting. The Charter School applied for and obtained the status of Schoolwide Program.
- Parents are guaranteed access to the school, school leaders and classroom teachers to support their children's education.
- After the enrollment of a student, each parent and each student meet with the principal.
- Parents are provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents are supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Parents are encouraged to participate in a minimum of four Parent Education Academies each year.
- Each parent, their child and school leadership participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of the Charter School.
- Parents are encouraged to accept responsibility and accountability for committing to support the Charter School and to participate as parent mentors.
- The Charter School seeks to establish partnerships with effective parent engagement leaders such as *Families in Schools* which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings are arranged with individual classroom teachers, with the student's instructional team and with the student's advisor.
- Parent-teacher conferences are held quarterly to share and discuss the progress and needs of each individual student.
- Parents are encouraged to participate in town hall meetings, training opportunities, coordinating council, so that each parent feels part of the school and understands their responsibility to the school.

The Charter School makes every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Coordinating Council, Parent/Community Town Hall Meetings are held to address school related issues, including, but not limited to, parent/teacher/student relations. While we strongly encourage parents and guardians to engage in supporting the school, parent/guardian participation is not required and has no effect on a student's enrollment, grades, credits or ability to graduate.

Community Engagement

If Charter School is to be effective, it must be part of the community. To that end, the school employs a Parent Engagement Specialist who supports the leadership in representing the interests of the community.

- Members of the community at large are solicited to support the school in various functions.
- Community resources, such as parks, libraries, athletic and classroom facilities are part of the Charter School. The Charter School believes that by using community facilities, it becomes an integral member of the community in which it is located.

ELEMENT 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

All employees must furnish or be able to provide:

- Legal documents establishing identity and employment authorization

Employee Positions and Qualifications

- Executive Director
- Principal
- Principal-in-Residence
- Assistant Principal
- Assistant Principal of Operations
- Director of Instruction
- Dean of Students
- Coordinator, Community Schools
- Coordinator, English Language Development
- Coordinator, Special Education
- Coordinator, Multi-Tiered Systems of Support
- Counselor

- Instructional Coach
- Teacher
- School Psychologist
- School Social Worker
- Activities / After-School / Program Coordinator
- Athletic Coach
- Behavior Intervention Implementation Aide
- Campus Aide
- College and Career Specialist
- Custodian
- Instructional Aide
- Lead Custodian
- Operations Associate
- Parent Engagement Specialist
- School Business Manager
- School Operations Manager
- Security Guard
- Special Education Instructional Aide
- Student Culture Liaison
- Student Transitions Coordinator
- Technology Assistant

Job Description and Qualifications

EXECUTIVE DIRECTOR

The Executive Director is responsible for achieving significant scholar performance gains and success at the schools they directly support. The Executive Director will provide executive coaching and may oversee a minimum of two campuses or complexes. Executive Principals attend schools daily, identifying areas of need, providing feedback, and driving towards improved outcomes.

Essential Responsibilities:

Instructional, Visionary, and Talent Leadership

- Drive instructional excellence by setting aspirational school goals and ensuring that teachers receive appropriate, targeted coaching and professional development to meet goals.
- Prepare all scholars to apply to, enroll, attend, and succeed in college by implementing a college-ready curriculum and supporting instructional activities, and by using multiple data points and ongoing data analysis to continually revise and improve the school's instructional program.
- Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching as part of Alliance's rigorous teacher development and support system.

Positive School and Community Culture

- Create a culture of high expectations with a relentless focus on scholar achievement, college and career readiness, operational efficiency, and self-improvement.

- Maintain a safe and positive school environment in which scholars thrive, develop and grow.
- Develop a work environment to retain and develop exceptionally talented staff.
- Foster an environment of deep collaboration with families and caregivers, building strong relationships and encouraging their direct engagement in their scholars' school experiences.
- Partner with the Alliance Home Office to secure and allocate the resources and supports necessary to maintain the school's organizational health.

Executive Coaching & Talent Mastery

- Provide ongoing coaching and support (in a variety of individual and group settings) to school leaders in developing the skills necessary to achieve school success, including general leadership, instruction, and creating a college-going culture
- Strategically support school leaders in the creation and operation of systems and structures necessary to enable schools to achieve the goals set in their annual instructional operating plans
- Support schools in building community partnerships that enhance and support the accomplishment of the school's mission, vision, and goals
- Monitor and support schools to meet the needs of Alliance's most vulnerable scholars, including those with IEPs, English language learners, and youth living in foster care, and work with partners at the Home Office and externally to create high-quality, cost-effective services to address their needs

Provide Data Driven Instructional Leadership

- Understand and interpret performance data to identify areas for development, and share and support implementation of best practices across schools
- Build capacity of school leaders to ensure effective teaching and learning aligned to the Alliance's leadership and teaching frameworks
- Support school leaders in the work of monitoring, evaluating and implementing of curriculum aligned to the Common Core State Standards to ensure that all scholars are college-ready
- Ensure school leaders effectively use assessment data and results to drive school goals and initiatives
- Think through what school leaders and teachers need to hear, see, and feel to ensure that content is understood, valued and heard

Provide Alliance-wide Leadership

- Provide leadership and support of Alliance's strategic goals, with a strong focus on the instructional vision of the organization
- Maintain a strong organizational culture aligned to Alliance's core values and education philosophy
- Provide insight to the Instructional Strategy Team by recommending modifications and adjustments needed to better support schools in the implementation of each school's Strategic Instructional Operating Plan

Minimum Qualifications:

- Minimum of five (5) years of experience as a successful school leader with a proven track record of effective secondary school leadership in low-income communities
- Proven instructional strategic planning with the ability to coach others in strategic "theory of action" thinking and effectively translate strategies into plan and action
- Served in the capacity of Hybrid Principal/Area Superintendent and/or Mentor Principal

The Ideal Candidate Will Have:

- Minimum of two (2) years of experience effectively coaching or supervising school leaders or aspiring school leaders
- Experience working in a home office role as part of the instructional, curricular, and/or assessment teams preferred
- Knowledge of urban school environments and school culture
- Strong interpersonal skills and the ability to articulate a clear and compelling vision and persuade and influence others to implement it
- Strong knowledge of how to effectively progress monitor actions and course correct appropriately at , teacher, and systems levels
- A proven ability to implement systems that drive higher outcomes
- Strong written and oral communication skills, with the ability to tailor information to various audiences
- Comfort in and enthusiasm for using large amounts of data to drive decisions at the school and organization levels

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PRINCIPAL

Alliance Principals receive substantial professional development to continue to hone their craft, including monthly full-day professional development sessions, semi-annual network-wide leadership retreats, and ongoing coaching from Instructional Superintendents and our Chief Instructional Officer. Principals receive robust support from the Alliance Home Office to enable their leadership, including support in selecting and implementing research-based, rigorous curriculum and utilizing assessment data to drive instruction, as well as back-office support (e.g., finance, operations, HR, IT, facilities).

Essential Responsibilities:

Instructional, Visionary, and Talent Leadership

- Drive instructional excellence by setting aspirational school goals and ensuring that teachers receive appropriate, targeted coaching and professional development to meet goals.
- Prepare all scholars to apply to, enroll, attend, and succeed in college by implementing a college-ready curriculum and supporting instructional activities, and by using multiple data points and ongoing data analysis to continually revise and improve the school's instructional program.
- Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching as part of Alliance's rigorous teacher development and support system.
- Demonstrates a strong commitment and capability to thrive in a fast-paced, results-oriented environment in alignment with our network's strategic direction.

Positive School and Community Culture

- Create a culture of high expectations with a relentless focus on student achievement, college and career readiness, operational efficiency, and self-improvement.
- Maintain a safe and positive school environment in which students thrive, develop, and grow.
- Develop a work environment to retain and develop exceptionally talented staff.
- Foster an environment of deep collaboration with families and caregivers, building strong relationships and encouraging their direct engagement in their students' school experiences.
- Partner with the Alliance Home Office to secure and allocate the resources and support necessary to maintain the school's organizational health.

Minimum Qualifications:

- Bachelor's degree or higher from an accredited college or university;
- Graduate degree from an accredited college or university is preferred;
- Valid California teaching credential is preferred;
- Three or more successful years of experience as a teacher, counselor, or similar school based role;
- Two or more successful years of experience as an Assistant Principal or similar leadership experience preferred.

The Ideal Candidate Will Have:

- A belief in and alignment with Alliance's core beliefs and educational philosophy to prepare scholars for the intellectual rigor of college and the skills required for 21st-century careers;
- Deep understanding of the nuances of urban school environments and school culture;
- Expertise in change management
- Expertise in building a positive and collaborative adult culture;
- Expertise in data-informed decision-making
- Instructional expertise, including knowledge of Common Core-aligned instruction, student-centered classrooms, personalized learning, and instructional technology;
- Ability to thrive in settings with system expectations, independence, and high levels of personal flexibility;
- Strong interpersonal skills and ability to build and cultivate relationships with students and adults;
- Deep belief in growth mindset;
- Exhibit respect and humility in all interactions;
- Excellent communication skills, both verbal and written;
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment;
- A willingness to go above and beyond to contribute to the success of a dynamic team;
- Ability to develop and implement organizational systems and strategies

PRINCIPAL-IN-RESIDENCE

The Principal-in-Residence role is for current Alliance Assistant Principals who are conducting additional principal responsibilities as they complete their training programs. Paired with Alliance's commitment to talent development and training, Principals-in-Residence will spend up to a year intensively learning from and training with an experienced Alliance principal or mentor principal to strengthen cultural, instructional, and operational leadership skills. Principals-in-Residence receive substantial professional development sessions, such as semi-annual network-wide leadership retreats, and ongoing coaching from experienced sitting principals and Instructional Superintendents. The goal of Alliance Principal-in-Residence program is to prepare participants to step into a principal position at an Alliance school site within one to two years.

Essential Responsibilities:

Instructional and Visionary Leadership

- Drive instructional excellence by setting aspirational school goals and ensuring that teachers receive appropriate, targeted coaching and professional development to meet goals.
- Prepare all students to apply to, enroll, attend, and succeed in college by implementing a college-ready curriculum and supporting instructional activities, and by using multiple

data points and ongoing data analysis to continually revise and improve the school's instructional program.
- Supervise, coach, develop, and evaluate teachers via regular observations, feedback, and coaching as part of Alliance's rigorous teacher development and support system.

Positive School and Community Culture

- Create a culture of high expectations with a relentless focus on student achievement, college and career readiness, operational efficiency, and self-improvement.
- Maintain a safe and positive school environment in which students thrive, develop and grow.
- Develop a best-in-class work environment to retain and develop exceptionally talented staff.
- Foster an environment of deep collaboration with families and caregivers, building strong relationships and encouraging their direct engagement in their students' school experiences.
- Partner with the Alliance Home Office to secure and allocate the resources and support necessary to maintain the school's organizational health.

The Ideal Candidate Will Have:

- A belief in and alignment with Alliance's core beliefs and educational philosophy to prepare students for the intellectual rigor of college and the skills required for 21st-century careers
- Deep understanding of the nuances of urban school environments and school culture
- A proven track record of leading, managing, and coaching other educators to increase student achievement with a similar student population as Alliance schools in an urban or charter school
- Demonstrated experience working with diverse student populations and leading differentiated instructional support for special populations and different levels of learners
- Expertise in building a positive and collaborative adult culture
- Deep instructional expertise, including knowledge of Common Core-aligned instruction, developing student-centered classrooms, promoting personalized learning, and using instructional technology
- An entrepreneurial spirit with an interest in innovative practices
- Ability to thrive in settings with autonomy, independence, and high levels of personal flexibility
- Strong interpersonal skills and ability to build and cultivate relationships with adult stakeholders
- A willingness to go above and beyond to contribute to the success of a dynamic team

Minimum Qualifications:

- Bachelor's degree or higher from an accredited college or university.
- Three or more successful years of experience as a teacher, counselor, or similar school based role;
- Two or more successful years of experience as an Assistant Principal or similar school leadership experience preferred.

ASSISTANT PRINCIPAL

Our Assistant Principals are instructional leaders and managers who inspire scholars to achieve exceptional outcomes that will prepare scholars for and through college and support

scholar achievement. Assistant Principals are passionate, and social justice-oriented, with an unyielding belief that all scholars deserve the best education to give them access to transformational opportunities that will lead to success in the years to come. As a transformative instructional leader, you'll have the opportunity to work in an engaging and rewarding environment that encourages self-reflection while receiving feedback, monthly professional development, and other differentiated support. *Instructional Deans and Coaches, Department Chairs, and Coordinators are encouraged to apply.*

Essential Responsibilities:

Instructional Leadership

- Lead teachers, teacher leaders, and department chairs in dramatically improving scholar outcomes through the implementation of a rigorous data-driven instruction cycle, high-quality professional development aligned to identified gaps, and ongoing observation and feedback.
- Coach, manage, evaluate, support, and inspire a set of teachers and staff via observations with feedback that accurately captures strengths, growth areas, and measurable progress.
- Set high standards for achievement so that students are on track to be college-ready.
- Ensure that school-wide curriculum, assessments, differentiated instruction, and more detailed instructional strategies are aligned with the Common Core State Standards.

Vision and Cultural Leadership

- Project and encourage a positive, cooperative atmosphere within the school.
- Oversee systems and supports that ensure a positive school climate in which students can develop a love for learning and a sense of responsibility, self-worth, and good citizenship.
- Build and maintain strong relationships with families, students, and colleagues at the school site and the Alliance Home Office.
- Build a productive, positive staff culture in which staff members grow, learn, collaborate, thrive, and feel supported in achieving high expectations.
- Lead non-instructional school functions that vary by school site, but potentially include testing coordination, compliance reporting, student activities/enrollment, etc.

Minimum Qualifications:

- Bachelor's degree or higher from an accredited college or university;
- Graduate degree from an accredited college or university is preferred;
- Valid California teaching credential preferred;
- Three or more successful years of experience as a teacher, counselor, or similar school based role;
- One or more successful years of experience leading adults.

The Ideal Candidate Will Have:

- A belief in and alignment with Alliance's core beliefs and educational philosophy to prepare scholars for the intellectual rigor of college and the skills required for 21st-century careers;
- Deep understanding of the nuances of urban school environments and school culture;
- Expertise in building a positive and collaborative adult culture;
- Instructional expertise, including knowledge of Common Core-aligned instruction, student-centered classrooms, personalized learning, and instructional technology;
- Ability to thrive in settings with autonomy, independence, and high levels of personal flexibility;

- Strong interpersonal skills and ability to build and cultivate relationships with students and adults;
- Deep belief in growth mindset;
- Exhibit respect and humility in all interactions;
- Excellent communication skills, both verbal and written;
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment;
- A willingness to go above and beyond to contribute to the success of a dynamic team; and
- Strong computer skills (i.e. information systems).
- Bilingual Spanish is preferred.

ASSISTANT PRINCIPAL OF OPERATIONS

The Assistant Principal (AP) of Operations will lead school site operations and will report to the school principal with support from the Alliance Home Office Operations team. This role will lead the strategy and structures for all non-instructional functions necessary to run a high-performing school. As part of the school's leadership team, the AP of Operations will not only lead the non-instructional functions of the school, but, in order to be effective, this role must develop positive interpersonal relationships with the entire school community including teachers, staff, scholars, families, and visitors and be seen as a leader of the school. The AP of Operations also manages the operations team of the school responsible for managing finance and procurement, student data and reporting, nutrition program, facilities, recruitment and enrollment, student health and safety, and regulatory compliance.

Essential Responsibilities:

Visionary Leadership

- Sets a compelling vision and laser-focused plan for operational excellence that facilitates college-ready scholar achievement and supports progress toward school-wide goals
- Sits on the school-based leadership team and supports school-wide priorities and initiatives
- Serves as thought partner to the principal in the design and implementation of school-wide systems

Operational Leadership and Systems Thinking

- Ensures all district, state, federal, and authorizer compliance requirements are completed on time
- Designs and manages school-wide systems including arrival, dismissal, transitions, nutrition, and lunch, supply requests, procurement processing
- Oversees and designs systems and structures for all fiscal matters including purchasing, inventory, payroll, and implementation of Alliance fiscal policies
- Creates and manages student recruitment and enrollment strategy using data and ensures the school hits its annual recruitment and retention targets
- Serves as the owner of the school information system and plans and executes key inputs for attendance, enrollment, contact information, and other key data, including transfer and exit data
- Oversees the school nutrition program, ensuring compliance and fiscal responsibility
- Assesses school health and safety need and designs emergency response procedures and strategy while serving as school safety officer to train staff and students on emergency procedures
- Plans for and oversees daily maintenance and improvements of the school facility
- Develops and maintains clear family communication structures

- Conducts high-quality walkthroughs, observations, and audits and uses data and trends to determine rigorous and timely strategic shifts to drive operational outcomes

Cultural and Talent Leadership

- Hires, manages, coaches, trains, and develops school operations team members
- Creates and executes training of Alliance operational procedures for all school stakeholders
- Designs and leads professional development opportunities for teachers and staff for non-instructional priorities of the school
- Participates in cross-network operations initiatives, pilots, and projects, promoting best practice sharing across schools
- Performs or manages other functions as assigned

Minimum Qualifications:

- Bachelor's degree in related field required, graduate degree strongly preferred
- 4+ years of school and/or operations experience
- Certificated school-based or teaching experience preferred
- Previous school-based leadership preferred
- Experience managing others
- Spanish fluency preferred

The Ideal Candidate Will Have:

- Demonstrated ability to lead, influence, and hold others accountable
- Ability to coach and develop direct reports
- Strong project and time management skills
- Ability to take initiative, set priorities, and manage multiple projects simultaneously
- Strong analytical, critical thinking, and problem-solving skills
- Aptitude for designing and building systems and using data to adjust strategy to drive desired outcomes
- Attention to detail
- Ability to remain calm under pressure, especially in difficult conversations with parents and staff
- Ability to treat sensitive issues with respect and empathy, maintaining confidentiality where required
- Willingness and ability to learn new skills and processes as needed
- Organized in work habits and able to meet deadlines
- Customer service orientation
- Open to feedback and growth
- Belief in and alignment with Alliance's core beliefs and mission

DIRECTOR OF INSTRUCTION

Alliance Directors of Instruction work collaboratively with the rest of the school's leadership team to oversee the implementation of the Alliance educational model and its core values. Directors of Instruction ensure that the school's academic achievement goals are met and that classrooms consistently reflect rigorous instruction aligned to the school's SIOP (strategic instructional operations plan).

Essential Responsibilities:

Curriculum and Instruction

- Projects and encourages a positive, cooperative atmosphere within the school and seeks to motivate all staff toward the fulfillment of the school's mission.
- Shares responsibility for the improvement of instruction within the school.
- Promotes curriculum improvement and ensures that instructional programs and courses are implemented consistently with the Common Core State Standards.
- Works constructively in securing staff involvement and support for the development and implementation of instructional shifts aligned to the SIOP.
- Keeps informed and up to date regarding new developments in curriculum, instruction, and administration, i.e. workshops, meetings, credit classes, etc.
- Helps coordinate and conduct faculty meetings/professional development on a weekly basis.

Administration and Organization

- Assists the principal in the planning for all aspects of instruction, including all types of scheduling, registration of students, and the development of a master schedule.
- Strives to attain a positive school climate in which students can mature and develop a sense of responsibility, self-worth, and good citizenship.
- Enforces rules consistent with the approved Charter petition, the school's philosophy, and current law.
- Assumes responsibility for security and pupil safety; enforces procedures designed to protect and enhance the safety of students and staff, and to promote the security of property and equipment.
- Coordinates the school's extra-curricular activities and effective guidance program.
- Promotes the general health, safety, and welfare of the student body, guiding, supervising, and/or coordinating all student activities to include school-related activities outside of regular school hours, i.e. career exploration, field trips, service learning, etc.

Teacher and Community Relationships

- Assists and encourages teachers to develop and improve their professional expertise through the development of a professional growth plan and portfolio.
- Assists principals with coordinating staff assignments and schedules.
- Conducts weekly professional development and team meetings.
- Develops and maintains a positive communication system with the community and is responsive to meaningful input.
- Develops and maintains parent resources and engages parents in volunteerism in the school.

Minimum Qualifications:

- A degree in teaching, curriculum, and instruction or a related field from an accredited college or university.
- A minimum of 5 years of successful secondary teaching; OR 3 years of successful teaching and a minimum of 2 years of successful coaching experience.
- Possess and maintain a valid California secondary teaching credential.

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.

- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

DEAN OF STUDENTS

Alliance Deans of Students are responsible for facilitating the development and support of an inclusive school community that encourages a culture of high academic achievement, wellness, a sense of belonging, individual accountability, and collective responsibility.

Essential Responsibilities:

School Culture and Climate

- Drive the effective and consistent implementation of Schoolwide Positive Behavioral Interventions and Supports (PBIS) and Trauma Informed Mindset, Approach, and Practices.
- Regularly participate in conversations about race with colleagues that aim to build a more equitable, inclusive, and culturally relevant school culture and climate.
- Promote general scholar health, safety, and welfare by overseeing planned inclusive scholar activities (e.g. career exploration, field trips, service learning, dances, rallies, etc.)

Scholar Behavior, Discipline, and Safety

- Conduct scholarly behavior incident investigations and write reports
- Oversee scholar discipline record keeping and documentation
- Provide consistent and clear communication for parents both verbally and in writing
- Manage suspension, alternative-to-suspension, and behavior referral processes using a restorative approach, non-exclusionary practices, and strong documentation procedures.
- Assist in the planning, implementation, and progress monitoring of effective individual scholar behavior support plans alongside scholars, parents/guardians, teachers, counselors, and other support service providers.
- Assume responsibility for the overall safety and well-being of all scholars.

Family Engagement and Relationships

- Model for staff and support them in building and maintaining strong relationships with scholars and families.
- Plan and lead parent/guardian conferences for behavior and/or attendance-related issues as needed.

Scholar Attendance

- As part of the attendance team, manage and implement school strategy to reduce chronic absenteeism and increase scholar attendance with a trauma-informed lens and special attention to scholar subgroups (i.e. scholars who are: English Learners, socioeconomically disadvantaged, foster youth, homeless, students with disabilities, racial/ethnic groups).

Culture/Social Emotional Learning (SEL) Team and Data Leadership

- With the Culture/SEL team, regularly capture, share, and analyze scholar culture data and trends (including SEL surveys, attendance, and discipline) to assess and inform scholar services and a Multi-Tiered System of Support (MTSS).
- Lead all data analysis with a trauma-informed lens and special attention to scholar subgroups (i.e. scholars who are: English Learners, socioeconomically disadvantaged, foster youth, homeless, students with disabilities, racial/ethnic groups).
- Regularly collect and analyze behavior referral, suspension, discipline, and violence data for both school safety planning and identification of any disproportionality, including over-suspension of African American scholars.

Staff Development and Support

- Provide ongoing support (e.g. training, PD sessions, resources, modeling, coaching, feedback) for staff on building positive classroom environments, relationships with scholars, effective implementation of the schoolwide PBIS plan, and alternatives to exclusionary (i.e. referral out-of-class) discipline practices.
- Conduct regular classroom and common area culture observations.

Miscellaneous

- Uphold and follow school policies and procedures.
- Other duties as assigned by the Principal or Assistant Principal.

Minimum Qualifications:

- A Bachelor's Degree or higher from an accredited college or university
- At least 4 years of progressive professional work experience in a related field, including at least one (1) year of school leadership experience directing a multi-tiered system of support and/or response to intervention for scholar behavior/culture in a public or public charter urban school
- At least two (2) years experience working in a charter school or urban district setting

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

COORDINATOR, COMMUNITY SCHOOLS

The Community Schools Coordinator is responsible for the implementation, integration, alignment and coordination of the California Community Schools Partnership Program (CCSPP) for a participating school site. The CCSPP supports the school's efforts to partner with community agencies and local governments to align community resources to improve

scholar outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement. The Community Schools Coordinator will ensure *all* scholars are successful through partnering both internally and externally to coordinate services and resources to support scholar well-being, academic exploration and remediation, and health. This role will report to the participating school principal and will work closely with the Director, Community Schools on the Alliance Home Office Equity Programs Team. This is a grant-funded role which is expected to last through June 30, 2029.

Essential Responsibilities:

- Programmatic Management: Responsible for creating and implementing community schools plan, including tracking of program activities, synthesizing the school's goals, monitoring progress toward outcomes in a timely manner, and regularly collecting and updating information to inform the Annual Progress Report
- Connection Between School and Community: Serves as a bridge between the school and the community it serves by building and maintaining relationships with local organizations, businesses, government agencies, and community members to align the resources and services offered with the needs and aspirations of the community. Integrate effective education, college preparation, family engagement, enrichment, and recreation services into the existing school community in order to impact scholar achievement and ensure an impactful community schools model in collaboration with school staff;
- Provide holistic support for scholars: Identify scholars' and families' needs and connect them with appropriate services, such as counseling, healthcare, tutoring, and after-school programs to improve overall well-being and ability to focus on learning.
- Family Engagement: Facilitate family involvement in their children's education through organizing workshops, meetings, and events encouraging parents and guardians to participate in their child's learning journey.
- Resource Mobilization: Identify and secure school and community resources such as grants, donations, and partnerships with local organizations to enhance educational programs, provide essential services, and create opportunities for scholars and families.
- Data Collection and Analysis: Collect data on scholar and community needs and program outcomes to continually assess their effectiveness, make informed decisions, and adapt their services to meet changing needs.
- Collaborate: Establish strong, productive, and trusting relationships with administrative team, school personnel, staff, scholars and community to seek input on needs and address barriers to learning, equity and inclusion.

Minimum Qualifications:

- A Bachelor's Degree or higher from an accredited college or university.
- At least 4 years of progressive professional work experience in a related field, including at least one (1) year school leadership experience in a public or public charter urban school.

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.

- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, scholar-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholar learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

COORDINATOR, ENGLISH LANGUAGE DEVELOPMENT

The English Language Development (ELD) Coordinator is an integral part of the school's instructional leadership team and leads the ELD strategy at their school site. With specialized expertise in the instruction of ELD, the coordinator is responsible for ensuring all English Learner (EL) scholars are supported academically and socio-emotionally and will collaborate with counselors, teachers, and families to support EL scholar success. The Coordinator will create and implement the site's ELD program and coach classroom teachers to effectively use appropriate strategies to ensure strong outcomes for EL scholars. In addition to these leadership duties, the Coordinator may also provide direct ELD instruction in the classroom. The Alliance Schools network is committed to diversity, equity, and inclusion. About two-thirds of our teachers and administrators identify as people of color. We believe in the importance of diverse role models for our scholars and the rich cultures of the families and communities we serve. Working at an Alliance school is an opportunity to inspire transformational change for scholars and their communities while building lifelong, meaningful relationships.

Essential Responsibilities:

- Develop and implement a school-specific English Learner Program strategy, aligned to the Alliance EL Master Plan, to improve instruction and student achievement for EL scholars.
- Support ELD and content teachers to improve instruction for EL scholars through modeling, co-teaching, and push-in scholar support. Coordinators may also teach a small number of **designated** ELD classes.
- Observe and provide feedback, coaching, and support to ELD teacher(s) to improve teaching and learning, unit and lesson planning, lesson execution, and data analysis.
- Plan and lead professional development for all teaching staff on how to integrate California ELD standards with their state-adopted academic content standards (Integrated ELD).
    - Maintain English Learner documentation in School-Facing Folders
    - Other tasks as assigned by the Principal
- Evaluate the site's English Learner program through quarterly walkthroughs and ongoing student data analysis to ensure the effectiveness of the site's ELD program.
- Lead each cycle of reclassification for EL scholars, working closely with School Operations Managers and counselors to ensure appropriate identification and placement of scholars. Progress monitor both EL scholars and recently reclassified scholars.

- Coordinate and administer the California Language Proficiency Assessment (ELPAC) and interpret results to identify and reclassify EL scholars.
- Ensure that EL accommodations are provided for SBAC, SAT, ACT, and classroom assessments to provide EL scholars with every opportunity to achieve at high levels.
- Recruit, form, and lead the EL Parent Advisory Group to ensure that EL families have a voice in school decision-making.
- Any other duties/projects as assigned by the school administrator and/or the Alliance Director of Academic Intervention and Language Acquisition and Director of Diverse Learner Compliance.

Minimum Qualifications:

- Bachelor's degree
- Valid CA teaching credential (Multiple Subject, Single Subject, or Ed Specialist with CLAD or other qualifying credential with English Language Learner authorization).
- 3+ years of experience working with EL scholars at all levels, including emerging, expanding, and bridging.
- At least one year of experience coaching and observing teachers (Leadership role – Department Chair, Mentor Teacher, etc.) is preferred.

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

COORDINATOR, SPECIAL EDUCATION

The Special Education Coordinator is an integral part of the school's instructional leadership team and is responsible for overseeing programs that provide educational assistance to children with mental, psychological, learning, behavioral, or physical disabilities. With specialized expertise in the instruction of students with special learning needs within or outside the mainstream classroom, the Coordinator collaborates with the site administrator/s and teachers to ensure that the needs of all students are met. The Coordinator works under the direction of the school site principal, Director of Inclusion & Special Education, and Director of Diverse Learner Compliance to develop a comprehensive suite of resources and processes for the identification, placement, and support of students across the spectrum of

academic ability. In addition, the Special Education Coordinator will maintain and monitor special education data for the school site.

Essential Responsibilities:

Maintain and develop knowledge of current Special Education regulations and best practices

- Provide professional development, coaching, consultation, and resources to special education teachers regarding placement, curriculum, and procedures.
- Analyze assessment results to drive instruction and IEP development
- Schedule and facilitate IEP meetings in a collaborative and professional manner and translate meetings when necessary
- Support general education teachers and administrators in the implementation of appropriate strategies to meet the needs of students with IEPs
- Create and maintain Special Education documentation as required by federal, state, district, and CMO regulations (and LAUSD).
- Develop and assist with appropriate behavior management techniques for students with special needs
- Mentor Resource Specialists (education specialists) at assigned school sites.
- Manage the school's caseload and/or provide guidance to education specialists at the site on the development of Individual Education Programs and Individual Transition Plans in accordance with federal, state, and district standards
- Manage the school's IEP caseload in the district's data management program (i.e. Welligent)
- Ensure IEP timeline compliance of caseload
- Complete monthly Alliance internal reporting documents for assigned site (e.g. 2939 report)
- Manage relationships with outside vendors to ensure students receive all individually prearranged IEP services (i.e. Occupational Therapy, Language and Speech, etc.)
- Develop positive relationships with parents and families in order to engage them in the IEP process and keep them updated on student progress
- Influence the Response to intervention (RTI) and Student Success Team (SST) process
- Manage and/or assist with the development of 504 plans at the assigned site
- Other duties/projects as assigned by a school administrator and/or the Alliance Director of Special Education

Oversee Special Education Data Systems

- Analyze Alliance achievement data to identify special education programs and service needs.
- Assist with IEP data for LAUSD.
- Maintain and monitor caseload compliance in Welligent
- Update special education student's information data systems.
- Track and monitor grades, and other achievement data for students in the special education program
- Assist with other duties as assigned.

Minimum Qualifications:

- Master's degree from an accredited college or university in Special Education or related field.
- A valid California Education Specialist Credential is required.
- 3+ years of experience working with students with special needs.

- 1+ years of experience coaching and observing teachers (Leadership role – Department Chair, Mentor Teacher, etc.).

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

COORDINATOR, MULTI-TIERED SYSTEMS OF SUPPORT

Alliance is seeking a dedicated and experienced Multi-Tiered Systems of Support Coordinator to join our schools team. This individual will play a crucial role as a member of the school community, leading the development and implementation of a robust Multi-Tiered Systems of Support (MTSS) framework from the ground up. The MTSS Coordinator will be responsible for developing this program from scratch, ensuring it effectively addresses the diverse academic and social-emotional needs of our scholars. Additionally, this person will work directly with scholars to implement MTSS intervention strategies. This role is essential in fostering a supportive and inclusive environment where all scholars can thrive. This role will report to the participating school principal and will work closely with the Director, Community Schools on the Alliance Home Office Equity Programs Team. This is a grant-funded role which is expected to last through June 30, 2029.

Essential Responsibilities:

Leadership and Instructional Support:

- Provide leadership in the development, implementation, and evaluation of MTSS systems and Tier I-III interventions for support.
- Collaborate with the Special Education Department, English Language Development Department, and Interventionists to ensure the delivery of targeted interventions aligned with scholar needs.
- Provide intervention supports (e.g., math) based on data analysis, utilizing evidence-based instructional practices in alignment with Alliance College-Ready Public schools instructional vision.

Data-Driven Decision Making:

- Utilize Home Office and school-specific data analysis tools to identify scholar needs, track progress, and inform decision-making processes related to intervention strategies.
- Lead data review meetings with the administrative and instructional teams to analyze scholar performance data and adjust intervention plans accordingly.

Social-Emotional Learning (SEL) Support:

- Collaborate with other staff to address the social-emotional needs of scholars through the innovation and implementation of SEL initiatives.
- Facilitate regular meetings to discuss scholar progress, identify at-risk scholars, and develop targeted interventions to support their social-emotional development.

Professional Development:

- Lead professional development sessions for all staff, focusing on Universal Design for Learning (UDL) principles and evidence-based instructional strategies to support diverse learners.
- Provide ongoing coaching and support to teachers in the implementation of MTSS practices and interventions in the classroom.

Documentation and Reporting:

- Maintain accurate records of scholar progress, intervention plans, and support services provided, ensuring compliance with state and federal regulations.
- Generate reports to monitor the effectiveness of interventions and communicate outcomes to stakeholders.

Minimum Qualifications:

- A Bachelor's Degree or higher from an accredited college or university.
- At least 4 years of progressive professional work experience in a related field, including at least one (1) year school leadership experience in a public or public charter urban school.
- Minimum of 3 years of experience in education, with a focus on special education, intervention, or MTSS/RTI systems.
- Hold appropriate California credentials for intervention support, which could include but are not limited to Foundational-Level Mathematics Mathematics, English, Multiple Subject, or Reading Specialist Credentials.
- Administrative or leadership experience preferred, with a strong understanding of data-driven decision-making processes.

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

COUNSELOR

Alliance Counselors at Middle Schools and High Schools are responsible for providing a comprehensive school counseling program that is preventative in design, developmental in implementation, and supports Alliance scholars in the areas of academic achievement, college planning and matriculation, career exploration, and personal and social development. Alliance counselors serve as advocates on campus who provide support and assist in the communication between each scholar and their teachers, administrators, parents, coaches, and prospective supplemental/enrichment programs.

Essential Responsibilities:
Counselors at the Middle and High school levels will differ. They may include, but are not limited to:
Provide guidance to support high school completion

- Use data to develop and inform the development of the school counseling program and evaluate the program's impact on the school's instruction and operating goals.
- Provide resources and information to assist scholars in developing a rigorous academic course schedule, aligned with scholars' skills and interests.
- Inform scholars and their parents/guardians of test results and their implications for educational planning.
- Provide direct preventative and responsive services to scholars, including individual scholar planning and evaluating scholars' graduation status to inform scholars of their status for graduation.
- Assist in ensuring proper and accurate scholar schedules and making appropriate schedule changes as needed, supporting the registration process, and using data to support scholar planning.
- As necessary, develop or support the development of 504 plans, participate in Individual Education Plan (IEP) meetings, and contribute to the development of scholars' Individual Transition Plan (ITP).
- Facilitate and/or participate in Scholar Success Team (SST) meetings/Grade Level Team meetings/Culture Team meetings.
- Counsel, motivate, and work with scholars who are underachieving or need additional support academically.

Provide guidance to support college matriculation and completion aligned with scholar's personal interests and strengths

- Create a college-going culture across the school, at all grade levels.
- Coordinate career awareness activities across all grade levels such as career fairs and guest speakers.
- Support scholars in identifying paths towards post-secondary options, developing a list of colleges and universities to which to apply, applying to colleges, and matriculating to college.
- Develop and implement programs related to financial aid literacy and readiness for all grade levels.
- Develop and implement opportunities for scholarships and financial aid completion.
- Oversee general alumni tracking and reporting requests.

Support the personal development of scholars

- Conduct structured, goal-oriented, data-driven guidance to meet the identified needs of individuals or groups of scholars.
- Assess scholar needs and make referrals to appropriate Alliance resources, social agencies, community agencies, and alternative programs in consultation with their parents/guardians.

- Consult and coordinate the referral process with other school and Alliance personnel including school psychologists, social workers, administrators, teachers, and other community resources.
- Plan, coordinate, and/or implement classroom guidance sessions to meet the identified counseling competencies in the areas of academic achievement, career and educational development, and personal and social development to assist scholars in developing decision-making skills and identifying life goals.
- Consult and collaborate with teachers, staff, and parents/guardians regarding the developmental needs of scholars.
- Must be able to adapt to the varying needs of students, parents, and stakeholders including, but not limited to, the ability to work in high-pressure situations and environments.

Provide systems support

- Use Alliance technology platforms (e.g. PowerSchool, Naviance) to inform and support the counseling program.
- Build community resources to promote scholars' academic, personal/social emotional, college & career success.
- Act as an advocate for scholars as appropriate in conjunction with other staff.
- Provide professional development programs for school staff on topics related to the school counseling program and supporting scholar achievement.
- Collaborate with Parent Engagement Specialists to provide opportunities for parent education programs.
- Participate with the administration and faculty as a team member in school committees.
- Actively participate in Alliance-provided meetings that foster the development and improvement of school counseling.
- Other duties as assigned by the Principal.

Minimum Qualifications:

- A Master's Degree in School Counseling, Education, Psychology, Social Work, or another related field
- Possess a valid California Pupil Personnel Services Credential (PPS) with an authorization in School Counseling

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

INSTRUCTIONAL COACH

Alliance's Instructional Coach works collaboratively with the rest of the school's leadership team to oversee the implementation of the Alliance educational model and its core values. The Instructional Coach ensures that the school's academic achievement goals are met and that classrooms consistently reflect rigorous instruction aligned to the school's SIOP (strategic instructional operations plan).

Essential Responsibilities:

Coaching/Support Provider (Work with individual teachers, departments, and school leaders to develop effective instructional practices)

- Promote Common Core instruction by: 1) providing demonstration lessons, 2) conducting focused observations, and 3) facilitating professional development on research-based instructional strategies and pedagogy.
- Support the development of high-quality common core instruction.

Data Manager (Work with implementation and scholar outcome data to help teachers and principals improve instruction)

- Support teachers in managing, interpreting, and using assessment data and facilitate the analysis of data and scholarly work to guide instructional decisions.
- Work with Alliance school leaders and teachers to continuously track and analyze scholar achievement data related to the subject area in order to identify needed supports, strategies, and professional development.

Network Builder (create routines and practices that build or sustain connections between people who have expertise to share but little contact)

- Uphold the mission and values established by Alliance College-Ready Public Schools.
- Work collaboratively with School Administration to design and facilitate school-site-specific professional developments that are aligned to high-priority initiatives and teacher need

Tool Designer (translate new vision of teaching & learning into tangible materials for teachers to use)

- Assist in the development, review, and selection process for Common Core-Aligned Curricula.
- Assist in the development of planning tools for teachers, benchmark assessments, and professional development modules.
- Gather and publish Common Core Curricula and links on the Alliance intranet.

Minimum Qualifications:

- Bachelor's degree from an accredited college or university.
- Ability to obtain a valid California Teaching Credential in the assigned subject area(s) and a valid English Learner authorization (e.g. CLAD, BCLAD).

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.

- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

TEACHER

*At Alliance, when we say that all scholars can learn and achieve, we mean **all**.*

- Teaching at an Alliance school is an opportunity to inspire transformational change for scholars and their communities while building lifelong, meaningful relationships.
- We aspire to have 75% or more of our scholars complete a four-year college degree.

We provide teachers with the autonomy to adjust their practices to meet the individual needs of their scholars.

- Teachers are able to focus on individuals due to small class sizes and ancillary resources, including English Learner and special education interventions, counselors, and instructional assistants.
- We also provide teachers with resources such as curriculum maps, a repository of instructional materials and videos, interim assessments and item banks, one-on-one teacher coaching, weekly professional development, and freedom to innovate.
- Our School Strategy Team is dedicated to building a research-based academic intervention model and dramatically strengthening our support of scholars' social-emotional learning and mental health.

Essential Responsibilities:

Provide Excellent College-Preparatory Instruction to all Scholars

- Develop and maintain a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- Effectively execute assigned curriculum and just-in-time support to reach every scholar, regardless of prior academic background, disability, or English language fluency.
- Engage in internalizing assigned curriculum, tied to specific grade level and content standards, in teacher teams and individually to prepare daily lesson plans, instructional materials, and exit tickets aligned to rigorous college-ready standards (e.g., Common Core State Standards, Next Generation Science Standards, etc.).
- Welcome and incorporate feedback from the coaching, guidance, and feedback provided by school leaders, peer coaches, and content support managers.

Uphold Alliance Values and Standards of Excellence

- Exhibit a continuous improvement mindset to provide scholars opportunities aligned to Alliance's Graduate Profile.
- Ensure timely and high-quality submission of school requirements such as intellectual preparation/lesson plans, unit plans, and re-teaching plans.

- Provide a coherent and supportive classroom culture aligned to the school-wide culture policy and keep documentation of all interventions taken to support scholar engagement, learning, and well-being.
- Maintain accurate, current records for attendance and coursework, and submit timely completed report cards and school-wide assessment records.

Minimum Qualifications:
- Bachelor's degree from an accredited college or university.
- Valid California Teaching Credential in the assigned subject area(s) and a valid English Learner authorization (e.g. CLAD, BCLAD).

The Ideal Candidate Will Have:
- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

SCHOOL PSYCHOLOGIST

Alliance School Psychologists will provide a full range of psychological services, including testing, counseling, and consulting to assist in meeting the social, emotional, and educational needs of general and special education students. The School Psychologist will administer and interpret psychological assessments; provide recommendations regarding the evaluation and placement of students; consult with teachers, administrators, specialists, agencies, and parents; coordinate behavior management programs; and perform related duties as assigned.

Essential Responsibilities:
- Provide psycho-educational assessments, including but not limited to Initial Evaluation, Triennial Evaluation, Manifestation Determination, Functional Behavioral Analysis, Social Emotional Evaluation, and others as needed.
- Actively participate and facilitate during Individualized Educational Program (IEP) meetings; interpret results of psycho-educational assessment; work as part of a team to determine special education eligibility and make program recommendations.
- Provides Special Education Direct Instructional Services (DIS) Counseling and Educationally Related Intensive Counseling Services (ERICS), develops Present Levels of Performance (PLPs) summaries, SMART goals, and tracks services in Welligent.
- Collaborate with SpEd team members to develop coherent and comprehensive individual behavior support plans.

- If appropriate, serve as a Behavior Intervention Case Manager (BICM) for designated special education scholars under the 1994 Hughes Bill, mandating “Positive Behavior Intervention” plans
- Act as liaison between the school community members and community agencies and county programs
- Collaborate with site Culture team around Multi-Tiered System of Support (MTSS) implementation, fostering a trauma-informed resilience-focused and anti-racist culture, mental health and Social Emotional Learning (SEL) initiatives across tiers, Student Study Team (SST) meetings, and crisis planning.
- Consult with parents, teachers, and other staff regarding classroom accommodations to better support scholar educational and social-emotional progress
- Maintain data on scholars, including present levels of performance and monitoring the progress of intervention strategies.
- Establish and monitor necessary caseloads, and work with schools and other staff to plan assessments and meetings. submit records, reports, and assignments promptly and efficiently.
- Develop, coordinate, and deliver training to staff, parents, and scholars based on needs identified in data such as the Panorama SEL survey results
- Supervise School Psychologist interns as appropriate
- Participates in ongoing professional growth opportunities to keep current with trends and practices in the field including those offered through the Home Office.

Minimum Qualifications:

- Master’s degree from an accredited college or university in Educational Psychology or related field.
- Possess a valid California Pupil Personnel Services Credential (PPS) with authorization in School Psychology.
- Experience in crisis prevention and intervention is required.

The Ideal Candidate Will Have:

- Belief in and alignment with Alliance’s core beliefs and educational philosophy, and a passion for improving urban public education
- Understanding of the nuances of urban school environments and school culture
- Knowledge of federal and state laws and procedures, codes, regulations, and requirements pertaining to areas of assigned responsibility for special education
- Knowledge of psychological and educational techniques, tests, materials, methods, theories, and trends in assessing and identifying scholarly learning and behavioral characteristics
- Knowledge of principles, practices, methods, and strategies applicable to special education curriculum development and strategies for implementation
- Ability to elect appropriate assessment instruments and methods of assessment
- Counsel scholars in individual and group situations
- Write coherent and comprehensive psychological reports
- Establish effective working relationships with staff, network personnel, other agencies, and the public.
- Ability to work independently at a high level of professionalism.
- Ability to learn quickly and effectively function in a fast-paced and dynamic environment
- Willingness to go above and beyond to contribute to the success of a dynamic team
- Flexible, optimistic approach, and comfort with change and ambiguity

- Familiarity with Welligent or similar systems of documentation
- Bilingual (English/Spanish) preferred, but not required.

SCHOOL SOCIAL WORKER

Alliance Social Workers will provide school-based mental health services to students who experience difficulties in educational achievement because of social, emotional, adjustment, and/or attendance issues. Social Workers will also run groups with a variety of students and other stakeholders, and seek to secure a long-term solution to mental and emotional disorders and a wide variety of relationship issues. Social Workers will also provide direct clinical and case management services to students and parents, provide consultation and in-service training to school site personnel, and develop plans to improve students' well-being that will include follow-up procedures and evaluation targets.

Essential Responsibilities:

- Serves as liaison between school, scholar, home, and community mental health and social service agency services.
- Conducts intakes, mental health screenings, treatment plans, ongoing individual mental health counseling services, and progress monitoring for scholars
- Participates in and contributes recommendations related to scholar social-emotional or behavioral functioning in meetings such as Student Success Team (SST) meetings, Cultural Team meetings, Social Emotional or Mental Health Support Team meetings, and Individualized Education Plan (IEP) meetings
- May provide Special Education Direct Instructional Services (DIS) Counseling and Educationally Related Intensive Counseling Services (ERICS), develop Present Levels of Performance (PLP) summaries, and goals, and document services in Welligent
- Collaborate with site Culture team around Multi-Tiered System of Support (MTSS) implementation, fostering a trauma-informed resilience-focused and anti-racist culture, mental health and Social Emotional Learning (SEL) initiatives across tiers, Student Success Team (SST) meetings, and crisis planning.
- Develop, coordinate, and deliver training to staff, parents, and scholars based on needs identified in data such as the Panorama SEL survey results
- Consult with teachers, administrators, and other staff regarding the social, emotional, and behavioral needs of scholars to evaluate and make recommendations in developing and implementing an appropriate support plan for scholars
- Promotes and educates scholars on life skills, coping skills, and relationship-building
- Plans, prepares, and conducts outreach projects to increase scholars' and parents' awareness of available social services, through the Network, other public agencies, and private organizations
- Provides and/or coordinates presentations for scholars, families, and staff focused on mental health awareness and promoting emotional wellness for the school, family, and community
- Conducts suicide risk assessments and serves as a key member for school-wide crisis response and management, as well as individual or group crisis intervention and prevention
- Maintains accurate, timely, and appropriate documentation ie. case load logs, case notes, service logs, Risk Assessment/DCFS logs,, and reports
- Participates in ongoing professional growth opportunities to keep current with trends and practices in the field including those offered through the Home Office
- Attend and participate in group, triad, or individual clinical supervision weekly and

remain in good standing with the CA BBS
- Supervise Social Worker interns as appropriate

Minimum Qualifications:
- Master's Degree in Social Work (MSW) from an accredited college or university
- A valid license as a clinical social worker issued by the California Board of Behavioral Sciences OR immediate registration as an Associate Clinical Social Worker upon the date of hire. Must remain in good standing with the California Board of Behavioral Sciences for the duration of the waivers permitted by law, not to exceed six years
- Experience working in a school setting

The Ideal Candidate Will Have:
- Strong interpersonal, communication, and relationship-building skills with both children and adults
- Passion for and commitment to the success of children from historically underserved and under-resourced communities
- Open to feedback and eager to develop professionally
- Flexible, optimistic, comfortable with change and ambiguity, and able to learn quickly
- Entrepreneurial spirit to thrive in a fast-paced and achievement-oriented environment
- Willingness to go above and beyond to contribute to the success of a dynamic team
- Understanding of the nuances of urban school environments and school culture
- Knowledge of applicable laws, codes, regulations, reporting requirements, policies, and procedures governing social work practice, as well as knowledge of principles and practices of social casework.
- Integrated physical and mental health, parent education, social services, and resource components for students and families with an emphasis on leadership development
- Cultural awareness and sensitivity to issues facing children, youth, families and the community
- Familiarity with Welligent or similar systems of documentation
- Bilingual (English/Spanish) preferred, but not required
- A Pupil Personnel Services credential in School Social Work, School Child Welfare and Attendance, and School Counseling is preferred, but not required

ACTIVITIES / AFTER-SCHOOL / PROGRAM COORDINATOR

The Coordinator will supervise programs, activities, and/or after-school programs and athletics at the site level. The exact duties of a Coordinator will vary by school site but will include collaborating with school site administrators and teachers to provide opportunities for students while establishing academic awareness. The goal is always to raise academic levels, improve academic performance, strengthen social relationships, and provide meaningful opportunities for children to increase self-esteem by expanding their skills in various areas.

Essential Responsibilities:

Depending on the school site, responsibilities may include:

School Activities
- Plan supervised student activities on a daily basis;
- Provide homework and tutoring assistance, enrichment and/or recreation activities to students;
- Participate and work closely with a team that includes school administrators, teachers, school staff, parents, students and volunteers;

- Provide leadership to a team of program staff to design and implement programs;
- Develop school recreation and tutoring program;
- Plan, coordinate, and implement special events involving parents and the community; and
- Provide training and development to program staff.

Athletics

- Maintain orderly conduct of athletes and ensure that athletes follow all local and state rules and regulations;
- Maintain accurate inventory of athletic equipment, uniforms, etc.;
- Participate in staff training and development including but not limited to coaching and facilitating meetings;
- Plan for and schedule all athletic and activity events or performances;
- Create and maintain a system of documentation of eligibility of students; and
- Perform additional related duties as assigned.

Minimum Qualifications:

- An undergraduate degree from an accredited college or university
- At least 2 years of experience working with children in an educational setting

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

ATHLETIC COACH

Under the supervision of the Principal and/or school Athletic Director, coach students in a specific sport during the established season.

Essential Responsibilities:

- Coach and instruct students in a sport, instruct students in the proper use of equipment and rules of the specific sport.
- Supervise students in the locker room, during practices, during athletic competitions and on buses to and from athletic competitions.
- Maintain proper inventory and care of equipment and facilities.
- Assess student performance and make coaching decisions without regard to outside teen/youth affiliations. (For coaches who coach both at a school and for a private or community club/team).

Minimum Qualifications:

Education

- H.S. Diploma

Experience

- Related experience.

Knowledge, Skills and Abilities

- Knowledge and ability to prevent injuries
- Ability to teach and motivate middle school aged students
- Skills of the sport
- Strategies and concepts in the sport
- Rules of the sport
- Policies of the school district that apply to athletics and student behavior
- Exhibit positive leadership skills, good sportsmanship and personal and professional integrity
- Maintain good communication with the, school administrators, other staff and parents
- Demonstrate good rapport with the coaches and staff of other schools and athletic officials
- Organize, plan, and execute practices and game schedules promptly
- Experience in teaching and coaching the sport

Typical Physical Demands

- Requires prolonged standing, bending, stooping, stretching and some jumping.

Typical Mental Demands

- Ability to give, receive, and analyze information, formulate work plans, prepare written materials and articulate goals and action plans.

Working Conditions

- Employees in this position will be required to:
    - Work indoors in locker room, gymnasium, field, court, or track
    - Work outside of normal workdays and office hours to meet installation deadlines
    - Come in direct contact with Alliance staff, students, parents and the public

The Ideal Candidate Will Have:

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- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

BEHAVIOR INTERVENTION IMPLEMENTATION AIDE

The Behavior Intervention Implementation (BII) Aide will support the educational program for a specific student with exceptional needs; monitor a specific student (as assigned) at all times on campus; guide the specific student in socially accepted guidelines of positive behavior; receive training related to a specific student's disability and best practices to assist the student; assist in the provision of a positive learning experience for a specific student with special needs as determined appropriate and do related work as required. As a Behavior Intervention Implementation Aide, you will work alongside a Special Education Coordinator to support the needs of students.

Essential Responsibilities:

- Support the resource and general education teachers with the implementation of the Individualized Education Plan (IEP) for a specific student with special needs.
- Monitor the behavior and interactions of the assigned student throughout the school day; never leave the student unattended during school hours.
- Monitor student's progress toward achievement of IEP goals and objectives.
- Instruct the student on appropriate behavior and guidelines for acceptable social interaction.
- Serve as the primary person responsible for ensuring that the student remains safe during the school day.
- Assist teachers and other support staff with the preparation and/or presentation of learning materials, administration of tests, testing accommodations and activities, and with monitoring student achievement.
- Maintain a variety of records to log incidents related to behavior, academics, and parent communications regarding the assigned student.
- Schedule and attend parent-teacher conferences as requested by the teacher or principal.
- Depending on assignment, provide specialized health care support as outlined by State regulations.
- Support documentation and tracking of services offered to students by completing trackers, behavior logs, and other forms of documentation.
- Perform additional related duties as assigned.

Minimum Qualifications:

- A high school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- An Associate's Degree from an accredited college (or higher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction
- At least 0-2 years of related experience, preferably in Special Education.
- Willingness to complete specialized training related to the assigned student's specific disability/condition as well as mandatory training with the Los Angeles Unified School District.
- **Official transcripts will be required***

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.

- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

CAMPUS AIDE

The Campus Aide performs a variety of duties associated with the supervision of students on campus: to maintain order and prevent vandalism, theft, and litter; to assist in the prevention of unauthorized visitors and activities on campus; and to perform other job-related duties as required by the principal.

Essential Responsibilities:

- Develop appropriate interpersonal relationships with students in order to earn their respect and cooperation in following directions and school rules.
- Assist in supervising student activity areas during the break and lunch periods.
- Assist in general supervision of the campus as directed by the principal.
- Communicates and enforces school policies and procedures regarding student behavior and discipline; reports incidents to administrators where appropriate.
- Intervene to deter and modify inappropriate student behaviors of a relatively minor nature.
- Report serious infractions to the administration for possible disciplinary action.
- Positively interact with parents and other members of the school community.
- Performs related duties as assigned.

Minimum Qualifications:

- High School Diploma or equivalent.
- 0-2 years of related experience.

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.

- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

COLLEGE AND CAREER SPECIALIST

The College and Career Specialist supports Alliance's vision of 75% of students graduating with a degree from a 4-year university. This role develops strategies and executes the strategies to support college awareness and career exploration among all grade levels of the school through direct-to-student programming and through the identification and development of community partnerships. The ideal candidate will have significant knowledge, experience, and expertise in various higher education institutions (admissions, the community college transfer process, financial aid, student support services, etc) and career exploration from 9-12th grade.

Essential Responsibilities:

College Awareness and Career Exploration Program Management

- Oversee college awareness and career exploration programming and outcomes among all grade levels
- Design, coordinate, and implement student services at all grade levels including (but not limited to): college campus visits, managing students' completion of the college matriculation process, completion of financial aid applications, and one-on-one guidance to ensure students understand financial aid packages.
- Mentor students through the career exploration and job search process by leading 1-on-1 career coaching discussions and tracking students' career exploration activities.
- Collaborate with the Parent Engagement Specialist to provide college awareness and career exploration services to parents.
- Work with the Alliance Home Office College Success Coordinator on Alliance-wide initiatives such as the Alliance Mentorship Program (AMP), College Fair, etc.
- Participate in Alliance-Wide Professional Development related to college readiness and college success, as applicable.
- Attend a variety of workshops, meetings, trainings, and conferences to maintain current knowledge of graduation requirements, college entrance and financial aid requirements, career technical education development, and pathway development.
- Update Naviance college admission and matriculation reports in consultation with high school counselors.
- Ensure program outcomes are met within budget.
- Design and teach career preparation curriculum to high school students.

Community Partnership Development

- Develop and execute upon strategy to gain community partnerships to support students through college awareness and career exploration.
- Contribute to recruiting discussions and recommending students for internship opportunities with corporate and non-profit partners.

Alumni Support

- Plan and lead professional development workshops and events for college students.
- Provide direct support to alumni through individual advisement regarding college enrollment, accessing resources, and career readiness and exploration.
- Manage an alumni communication platform showcasing outstanding graduates, news, information, and resources.
- Manage alumni data by updating contact information, college enrollment status, work status, etc utilizing an Alliance-wide alumni tracking tool.

- Create a bi-annual report to all stakeholders, including school leadership, parents, and community partners highlighting work accomplishments, and future goals.
- Collaborate with site support staff including but not limited to Counselors, Psychologist, Parent Liaison and School Administrators.

Minimum Qualifications:

Education and Experience

- Bachelor's degree required
- At least 4 years of experience working within the college awareness, career exploration, and community partnership arena is required.

Skills

- Track record of success in supporting first-generation college students and/or higher education
- Proven ability to understand community needs and goals, and set a strategic vision to meet those goals with a limited budget.
- Excellent project management and organizational skills - able to set priorities and manage multiple projects simultaneously.
- Ability to work with others to execute strategic vision.
- Excellent interpersonal skills, capable of interacting with professionals in a variety of roles, school administrators, students, parents, community members, and other stakeholders.
- Ability to track and analyze data to identify trends, evaluate the effectiveness of programs, and adjust programs in real time based on incoming data.

Fit with Alliance Organizational Culture

- Ability to learn quickly and effectively function in a fast-paced and dynamic environment
- Willingness to go above and beyond to contribute to the success of a dynamic team
- Flexible, optimistic approach, and comfort with change and ambiguity.
- Commitment to the success of all Alliance students and specifically to raising the academic achievement of children in high-poverty communities.

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

CUSTODIAN

The Custodian is responsible for maintaining an orderly, sanitary, and safe environment for all staff and students.

Essential Responsibilities:

- Ensure classrooms, restrooms, and common areas are cleaned and maintained
- Clean, dust, and wipe furniture; empty waste receptacles, replace light bulbs
- Sweep, scrub, mop, seal, wax, and polish floors and stairways
- Clean and sanitize restrooms/bathrooms using established practices and procedures and replenish supplies
- Vacuum and shampoo carpets, Strip, clean, buff and apply floor sealer and floor finish to hard surface floors
- Wash windows
- Secure the building in the evening
- Perform small painting jobs; minor building maintenance, and outside patio or yard
- Clean lunch area daily
- Arrange chairs and tables daily
- Order cleaning products and maintain stock
- Clean vents, light fixtures, walls and ceiling
- Assist with the setup of facilities for meetings, classrooms, conferences, events, etc.
- Use and maintain assigned power equipment and hand tools; buffers, auto scrubbers, extractors, high-pressure washers, high-speed buffers and vacuums, brooms, mops, and squeegees for the cleaning and general maintenance of floors, walls, carpets, furniture, etc
- Perform additional related duties as assigned

Minimum Qualifications:

- No minimum requirement

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
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- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

INSTRUCTIONAL AIDE

The Instructional Aide assists teachers in the supervision and instructional support of students.

Essential Responsibilities:

- Work with individual students or small groups to reinforce learning material or skills introduced by the teacher.
- Operates and cares for equipment or instructional materials used in the classroom for instructional purposes.
- Help students master equipment or instructional materials assigned by the teacher.
- Distribute and collect workbooks, papers, and/or instructional materials as directed by the teacher.
- Guide independent study, enrichment work, and remedial work as assigned by the teacher.
- Assist with the supervision of students during meals, emergency drills, assemblies, break periods, or field trips.
- Assist with supervision of daily routines and schedules.
- Provide information and assistance to a substitute teacher should one be assigned.
- Participate in appropriate staff development as required to ensure professional growth.
- Participate in staff meetings as required by job assignment.
- Perform additional related duties as assigned.

Minimum Qualifications:

- A high school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- An Associate's Degree from an accredited college (or higher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction
- At least 0-2 years of related experience
- **Official transcripts will be required***

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
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- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

LEAD CUSTODIAN

The Lead Custodian will manage school-site custodians (day and evening) to ensure a high standard of customer service, upkeep, maintenance, and groundskeeping at the school-site. Under the direction of the School Operations Manager, the Lead Custodian will also perform tasks and duties associated with the maintenance and care of school facilities, equipment and

grounds. The Lead Custodian is ultimately responsible for maintaining an orderly, sanitary, and safe environment for all staff and students.

Essential Responsibilities:
Supervise other custodial staff and manage the day-to-day operations of maintaining our school facility

- Create, manage, and monitor adherence to school-site custodial (day and evening) work schedules.
- Provide technical instruction and training to custodians in support of their daily duties.
- Maintain the proper inventory of custodial supplies and equipment needed at the school-site on a regular basis.
- Inspect buildings and grounds, reporting dangerous, unsightly or inefficient conditions as needed and taking the lead to ensure such conditions are corrected immediately.
- Perform daily walkthroughs to ensure that the regular cleaning of the campus has been completed thoroughly and as requested.
- Stay informed of current and appropriate trainings, standards, and techniques relevant to the work performed.
- Perform small handyman jobs, including painting, carpentry and plumbing repairs, and light fixture repairs, as needed.
- Perform bi-yearly facilities audits with Alliance home office facilities department representative
- Other duties assigned by the School Operations Manager.

Implement custodial duties needed to maintain an orderly, safe, and sanitary school environment

- Ensures classrooms, restrooms, hallways, cafeterias, and common areas are cleaned and maintained.
- Clean, and furniture, empty waste receptacles, and replace light bulbs.
- Sweep, scrub, mop, seal, wax, and polish floors and stairways.
- Strip, clean, buff and apply floor sealer and floor finish to hard surface floors and vacuum and shampoo carpets.
- Clean and sanitize restrooms/bathrooms using established practices and procedures.
- Washes windows and clean vents, light fixtures, walls and ceiling.
- Clean eating area daily
- Arrange chairs and tables daily and assist with the setup of facilities for meetings, classrooms, conferences, events, etc.
- Use and maintain assigned power equipment and hand tools including buffers, auto scrubbers, extractors, high pressure washers, high speed buffers etc. for the cleaning and general maintenance of facilities and furnishings.
- Perform general landscaping.
- Secure the building in the evening

Minimum Qualifications:
Education and Experience

- High School diploma or equivalent.
- 3 years of experience in the maintenance of buildings, grounds and custodial work

Physical Requirements

- Ability to safely lift at least 50 lbs
- Manual and physical dexterity, including the ability to handle and maneuver machines
- Ability to safely climb a 10 foot step ladder

- Ability to stand for long periods of time on hard surfaces (concrete or tile) for at least 80-100% of the scheduled work day
- Ability to bend, stoop, squat, reach, push, pull, and walk frequently and with ease
- May require walking on uneven or wet surfaces
- Must be able to use cleaning chemicals and cleaning agents necessary to perform the essential functions of the job

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

OPERATIONS ASSOCIATE

The Operations Associate (OA) is a key member of the school's operations team, handling a wide variety of non-instructional tasks for the school. The OA courteously gives information to callers and assists guests and visitors. In order to be effective, OAs must develop positive interpersonal relationships with the entire school community including staff, students, families, and visitors. Responsibilities vary from day to day and may include data entry and maintenance in a wide variety of school information systems, keeping accurate school records, handling correspondence, and supporting a variety of diverse projects.

Essential Responsibilities:

- Receive calls and walk-in inquiries, provide information, make referrals, and direct guests to proper destinations
- Processes data entry and maintenance related to attendance, enrollment, nutrition, and other programs
- Complete sales and write receipts for incoming funds (uniform sales, food services, fundraisers, etc.)
- Provide supervision of students during passing periods, lunches, or as needed
- Maintain accurate and orderly confidential records, both online and in physical copy
- Prepare, receive, send, and maintain records and correspondence as needed
- Communicate with parents and external partners as needed
- Perform other duties as assigned

Minimum Qualifications:

- High school diploma or equivalent, Associate's degree or Bachelor's degree preferred
- 0-2 years of relevant experience

- Spanish fluency is strongly preferred

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

PARENT ENGAGEMENT SPECIALIST

The Parent Engagement Specialist (PES) will serve as a core member of the school leadership team, with oversight of the Family & Community Engagement function. The PES will lead the development and implementation of a school-wide vision and strategy to increase family and community engagement at the school, in collaboration with the Principal and the school leadership team.

Essential Responsibilities:

- Drive the development and implementation of a school-wide vision and strategy to engage Alliance parents as partners in their education, in collaboration with school site stakeholders and the community.
- Drive the development and implementation of a school-wide strategy to improve the site's family engagement infrastructure and to facilitate an increase in both the volume and quality of community partners to drive higher scholar outcomes
- Develop evaluation tools and assess the effectiveness of parent workshops
- Capture, share, and analyze school data and review with site stakeholders to identify trends that should be addressed through family and/or community engagement
- Support the progress monitoring and response to key performance indicators related to parent satisfaction at the school
- Identify and develop new community partnerships to bring additional resources to Alliance schools and families
- Plan, carry out, and evaluate parent engagement activities in partnership with school staff members and community partners
- Establish a regular workshop series and serve as the school's parent educator
- Identify and promote parent volunteer activities
- Create a welcoming school environment
- Establish and staff the school's parent center
- Refer families to school and/or community resources
- Train parent leaders to support charter advocacy activities
- Support school recruitment activities

- Support school fundraising activities
- Participate in professional development
- Satisfy reporting requirements
- Provide translation services when needed
- Perform additional related duties as assigned

Minimum Qualifications:
- A Bachelor's Degree or enrollment in an undergraduate college or university.
- At least 2 years of related experience.

The Ideal Candidate Will Have:
- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

SCHOOL BUSINESS MANAGER

The School Business Manager (SBM) is responsible for handling business and financial aspects of the school. Serving in this role, the SBM is responsible for the school's business and financial functions including food service, transportation, purchasing, and payroll. In order to be effective, SBMs must develop positive interpersonal relationships with the entire school community including staff, students, families, and visitors. Responsibilities vary from day to day and may include assisting or managing other operations functions as needed.

Essential Responsibilities:
- Manages the school's procurement, vendor payment, and employee reimbursement through Alliance's procure-to-pay system
- Ensures that purchasing and accounting procedures meet requirements in Alliance fiscal policy
- Monitors the school's spending to budget
- Oversees all cash handling responsibilities, including writing receipts and preparing deposits (ex. collections for school clubs, meals, uniforms, fundraisers, events, etc.)
- Manages and orders school's inventories of all materials
- Collaborates with food services vendor to oversee the school nutrition program , including purchasing, filing appropriate reports, personnel supervision, and collection of revenue
- Prepares payroll and time reporting for all school employees

- Serves as main contact for external vendor relations (ex. after school program, food services vendor, transportation, etc.)
- Prepares reports as needed for Alliance home office
- May manage other operations staff members
- Perform additional related duties as assigned

Minimum Qualifications:
- An Associates Degree or Bachelor's Degree in a related field.
- At least 2-5 years of related experience.
- Bilingual in Spanish is preferred.

The Ideal Candidate Will Have:
- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholar learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

SCHOOL OPERATIONS MANAGER

The School Operations Manager (SOM) will report to the school principal with joint accountability to the Alliance home office operations team. The SOM will manage all non-instructional functions necessary to run a high-performing school. In order to be effective, SOMs must develop positive interpersonal relationships with the entire school community including staff, students, families, and visitors. Responsibilities vary from day to day and include managing finance and procurement, student data and reporting, nutrition program, facilities, recruitment and enrollment, student health and safety, and regulatory compliance. The SOM will also serve as manager for the front office team.

Essential Responsibilities:
- Hires, manages, coaches, trains, and develops school operations team members
- Ensures all district, state, federal, and authorizer compliance requirements are completed on time
- Manages the implementation of and training of Alliance operational procedures
- Oversees all fiscal matters including purchasing, inventory, payroll, and implementation of Alliance financial policies
- Manages student recruitment and enrollment strategy
- Manages all school information systems including those for attendance and enrollment
- Oversees the school nutrition program, ensuring compliance and fiscal responsibility

- Coordinates supervision of students during arrival, breakfast, nutrition, lunch, and after school
- Manages school health and safety, prepares and submits incident reports
- Serves as school safety designee, training staff and students on emergency procedures, scheduling drills, and assisting in emergency responses
- Manages maintenance requests for the school facility, ensures janitorial and pest control services are properly carried out
- Manages school calendar and coordinates logistics for school events and activities
- Participates in cross-network operations initiatives, pilots, and projects, promoting best practice sharing across schools
- Performs or manages other functions as assigned

Minimum Qualifications:
- Bachelor's degree in related field required, Master's preferred
- 4+ years of school and/or operations experience
- Experience managing others preferred
- Spanish fluency preferred

The Ideal Candidate Will Have:
- Demonstrated ability to lead, influence, and hold others accountable
- Strong project and time management skills
- Ability to take initiative, set priorities and manage multiple projects simultaneously
- Strong analytical, critical thinking, and problem solving skills
- Aptitude for building systems
- Attention to detail
- Ability to remain calm under pressure, especially in difficult conversations with parents and staff
- Ability to treat sensitive issues with respect and empathy, maintaining confidentiality where required
- Willingness and ability to learn new skills and processes as needed
- Organized in work habits and able to meet deadlines
- Customer service orientation
- Open to feedback and growth
- Belief in and alignment with Alliance's core beliefs and mission

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SECURITY GUARD

Under general supervision, the Security Guard ensures the safety and well-being of all students and staff at each school site. Primary responsibilities include supervising and monitoring persons in and around campus buildings, facilities and areas adjacent to the school site, maintaining an orderly atmosphere and assisting site staff in all necessary support activities.

Essential Responsibilities:
- Provide visibility, patrol, assistance and serves as the primary county emergency contact for all staff, students, faculty and guests of the school site.
- Ensure that school property is secure and locked when appropriate.
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority.
- Provide safety escorts for students, staff, faculty and guests when requested.

- Provide general campus supervision before, during and after school, including but not limited to: classrooms, cafeteria, recreational and athletic areas.
- Direct campus visitors to the appropriate parties and prevent unlawful loitering.
- Provide security for parking areas and supervise restroom and locker areas.
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed.
- Assist local law enforcement and other emergency response staff as requested.
- Complete all documentation and reports as established by school site personnel.
- Assist with minor discipline issues.
- Other administrative duties and projects as assigned.

Minimum Qualifications:
- High school diploma or general education degree (GED)
- At least 0-2 years' of related experience

The Ideal Candidate Will Have:
- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

SPECIAL EDUCATION INSTRUCTIONAL AIDE

Under the immediate supervision of the teacher/specialist, the Special Education Instructional Aide will provide instruction and specialized services to student(s) with mild to moderate disabilities as prescribed by an Individualized Education Program (IEP), or Section 504 Plan. Specialized services may include facilitation of communication via assistive technology and/or communication devices, assisting in the supervision, discipline, and behavior modification of student(s), as well as performing related duties as assigned. At some schools, the Special Education Instructional Aide may be assigned to support the educational program for a specific student with exceptional needs; monitor a specific student (as assigned) at all times on campus; guide the specific student in socially accepted guidelines of positive behavior; receive training related to a specific student's disability and best practices to assist the student; assist in the provision of a positive learning experience for a specific student with special needs as determined appropriate and do related work as required/needed.

Essential Responsibilities:

- Support student learning, individually or in groups, by following lesson plans and designated IEPs or 504 Plans, in a variety of academic subjects to explain and/or reinforce learning concepts presented by the teacher
- Confer with teacher(s) on a regular basis to assist in evaluating student progress and/or monitoring progress toward IEP goals and objectives
- Monitor and assist in the remediation of specific learning challenges and conditions ▪ Provide assistance to, participate with, and/or monitor students in activities such as physical exercises and/or classroom activities
- Prepare and adapt educational materials/manipulatives to promote the specialized learning process for students with disabilities
- Assist student(s) with operating assistive technology or communication devices, microcomputers, and in learning activities associated with computer-assisted instruction.
- Provide a variety of clerical and housekeeping support, including administering and scoring student assessments, and collecting, distributing, and inventorying classroom supplies, equipment, textbooks, and materials.
- Direct student(s) into safe learning and play activities and functions, and assist in shaping appropriate social behaviors
- Motivate and encourage positive learning patterns and behavior for student(s) with disabilities and special learning needs
- Assist with discipline of student(s) in accordance with school policy and individualized behavior support plan
- Contact parents to arrange appointments or to provide approved information about the school or student, as requested by the teacher/coordinator
- Participate in parent conferences and/or IEP meetings, as requested by teacher/coordinator
- Maintain student records and files, as requested, and apply confidentiality guidelines.
- Perform additional related duties as assigned

Minimum Qualifications:

- A high school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- An Associate's Degree from an accredited college (or higher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction
- At least 1-2 years of related experience
- **Official transcripts will be required***

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.

- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

STUDENT CULTURE LIAISON

The Student Culture Liaison performs a variety of duties associated with the supervision and behavior support of students on campus: to ensure disruptive behavior does not escalate and to assist in the prevention of unauthorized activities on campus; and to perform other job-related duties as required to promote a healthy student culture through the development and implementation of social-emotional systems and supports.

Essential Responsibilities:

- Develop appropriate interpersonal relationships with students to earn their respect and cooperation in following school rules and appropriate behavioral expectations.
- Assists in supervising student activity areas during the break and lunch periods.
- Assists in general supervision of the campus, with a focus on discipline and student behavioral expectations by communicating and enforcing school policies and procedures; reports incidents to administrators where and when appropriate.
- Intervenes to deter and modify inappropriate student behaviors of a relatively minor nature.
- Positively interacts with parents and other members of the school community.
- Maintains data for school-wide behavior systems, positive behavior systems, and individual behavior support plans.
- Supports planning and execution of school-wide behavior response systems (after-school detention, restorative meetings, reflections, Saturday School) and positive behavior celebrations.
- Supports the Dean of Students and Assistant Principal with investigations related to student behavior incidents.
- Schedules and facilitates restorative meetings between students.
- Joins administrative team members on Home Visits for student support.
- Performs related duties as assigned.

Minimum Qualifications:

Education and Experience:

- Associate of Arts degree or equivalent; Bachelor's degree from an accredited college or university in the field of human development, psychology, education, or a related field is strongly preferred
- Two (2) years of related experience
- Must be able to commit to school events on weekends and evenings

Substitution Factor:

- We will consider candidates with no related work experience if he or she has a Bachelor's degree in the field of human development, psychology, social work, education, or a related field.
- We will also consider candidates with only a High School diploma if he or she has at least five (5) years of related work experience.

The Ideal Candidate Will Have:

- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.

- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

STUDENT TRANSITION COORDINATOR

The Student Transitions Coordinator plans and executes activities to support the transition from high school to college. To ensure the transition goes as smoothly as possible for rising college freshmen, the ideal candidate will have knowledge and expertise of the various higher education institutions, as it pertains to admissions, the community college transfer process, financial aid, and student support services. Additionally, the Student Transitions Coordinator will track and support alumni as necessary. As such, this candidate would have also demonstrated a successful navigation of their own higher education experience.

Essential Responsibilities:

High School Support

- Prepare and disseminate information regarding college admissions, applications, financial aid, testing, and matriculation processes to students, parents, and community members through group presentations and individual meetings
- Provide guidance relating to college major and course selection, career aspirations, academic goals, and college choice
- Collaborate with High School Counselors to plan and execute a wide variety of transition supports for seniors including college campus visits, managing students' completion of the college matriculation process, completion of financial aid applications, and one-on-one guidance to ensure students understand financial aid packages
- Coordinate college awareness activities such as alumni panel discussions, college visits, and other college presentations
- Update Naviance college admission and matriculation reports in consultation with high school counselors
- Assist the home office College Success Coordinator with Alliance Mentorship Program (AMP) logistics, mentor/mentee outreach, and event planning
- Participate in Alliance-Wide Professional Development related to college readiness and college success, as applicable

Alumni Support

- Provide direct support to alumni through individual advice regarding college enrollment, accessing resources, and career readiness.
- Communicate with alumni to ensure college enrollment and discuss any matriculation issues
- Manage an alumni communication platform showcasing outstanding graduates, news,

information, and resources
- Manage alumni data by updating contact information, college enrollment status, work status, etc. utilizing an Alliance-wide alumni tracking tool
- Create a bi-annual report to all stakeholders, including school leadership, parents, and community partners highlighting work accomplishments, and future goals
- Collaborate with site support staff including but not limited to Counselors, Psychologist, Parent Liaison and School Administrators
- Perform additional related duties as assigned

Minimum Qualifications:
- A Bachelor's Degree in a related field.
- At least 0-3 years of related experience.

The Ideal Candidate Will Have:
- **Believe.** Hold the belief that all scholars, regardless of their economic or social demographics, deserve a quality education and can earn a four-year college degree.
- **Social Justice**. Desire to be a part of Alliance's social justice mission, integrating anti-racist, student-centered instruction, and working in systemically underserved communities in Los Angeles.
- **Culture.** Demonstrate an ability to develop a positive, achievement-oriented, supportive, and collaborative culture of high expectations that motivates and inspires scholars to learn at college-preparatory levels.
- **Expertise.** Have strong academic content expertise, instructional and classroom culture skills, and in-depth knowledge of effective evaluation and assessment techniques to drive scholarly learning. Thrive in an environment of high expectations and collaboration.
- **Mindset.** Hold a growth mindset and commit to continuously honing their craft.
- **Relationship-Building.** Have strong interpersonal, communication, and relationship-building skills with both children and adults.

TECHNOLOGY ASSISTANT

Manage and support effective IT systems at school sites.

Essential Responsibilities:
- Work cooperatively with school staff and faculty in assisting and resolving user technical problems
- Provide technical support to users regarding hardware, software, and network-related problems
- Provide hardware and software installation, configuration, maintenance, and upgrades to both computers (Windows & Mac) and networks (Windows)
- Document technical and network-related problems
- Prepare hardware, software, and procedural documentation
- Maintain records and prepare reports related to equipment inventory, maintenance, installations, warranties, and system defects
- Assist administration in educating staff on the usage of technology through regularly scheduled professional development
- Participate in discussions involving vendors, suppliers, and Alliance personnel regarding parts, equipment, program operations, and new technology

- Maintain current knowledge of technological advances in computers and peripheral equipment, software, operating systems, and networks
- Collaborate with the Director of Information Technology to ensure proper maintenance of hardware, software, and other technical equipment
- Cross-training with other technicians
- Perform other related job duties as assigned

Minimum Qualifications:

- A High School diploma is required. An Associate's Degree in computer science, information systems, or a related field from an accredited college or university is preferred.
- One to three years of experience in the maintenance, installation, configuration, and upgrades of hardware, software, and operating systems of computers and local area networks.

The Ideal Candidate Will Have:

- Experience with Microsoft Office (ex. Word, Excel, PowerPoint), Mac OS, iOS, Windows OS, MacBooks, iPads, and PC laptops.
- Excellent interpersonal skills and demonstrated success in building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.
- Strong oral and writing skills.
- Ability to learn quickly.
- Experience with PowerSchool and DataDirector.
- Flexibility to adapt to constantly changing environments.
- Passion for improving urban public education and a willingness to make a long-term commitment to K-12 education

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 rquire 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 dettraermined 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 Chater 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 Learners, including Redesignated Fluent English Proficient Pupils Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at Hunter to communities in Los Angeles Unified School District, including those that serve diverse populations.
- Publicize Hunter through flyers, the Alliance website, the school website and notices to neighborhood schools and families about available openings.

- Target a diverse set of students throughout the student recruitment process in order to achieve and maintain the LAUSD ethnic balance goal upon enrollment.

Hunter will make every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

Annual Outreach and Recruitment Activities

- School tours: Ongoing October-June
- School information sessions: Ongoing October-June
- Student orientation session: July – first week of August

Network-wide family outreach activities include:

- Parent University College & Resource Fair: October
- Black, Proud, College Bound Summit: October/November
- Black/African American Scholar & Family Middle and High School Graduation Dinners: May

Information sessions and school tours will be advertised on the school's website and through direct mail to the parents of students who attend elementary, middle and high schools in the target community, and using postcards and flyers (printed in English and Spanish) distributed at local businesses and community organizations, youth organizations, social service providers, faith-based organizations, grocery stores, public libraries and other local schools. Information sessions will be conducted in English and in Spanish and held at different venues throughout the community.

Hunter will conduct annual student orientation sessions in English and in Spanish prior to the opening of school. The typical schedule for this orientation session is one weekday and/or one Saturday in July or August.

Outreach and Recruitment Materials and Methods

- Posting banners in front of the school announcing, "now enrolling"
- Distributing printed flyers announcing major activities such as: the enrollment period, deadline for applications, dates and times of information sessions.
- Information sessions and school tours will include information on the school's performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, and school calendar.

Hunter will make every effort to recruit and maintain students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD by targeting enrollment and marketing efforts to surrounding communities. Information with regard to race and ethnicity of students is not gathered, however, until students have been enrolled.

Language(s) of Outreach

All outreach and recruitment activities, methods, and materials will include Spanish and English verbal and written engagement.

Plan to Achieve LAUSD Ratio of Special Education, English Learners, and Redesignated Fluent English Proficient Pupils

- Distribute notification about enrollment opportunities at Hunter to communities in Los Angeles Unified School District, including those that serve diverse populations.
- Publicize Hunter through flyers, the Alliance website, the school website and notices to neighborhood schools and families about available openings.
- Target a diverse set of students throughout the student recruitment process in order to achieve and maintain the LAUSD ratio of special education and english learners goal upon enrollment.

Hunter will make every effort to recruit students with diverse learning needs and English Learners to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

ELEMENT 8: Admission Policies and Procedures

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

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

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not

limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

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

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

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

SEXUAL HARASSMENT POLICY NOTICE

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

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

Admission Requirements

Each student interested in enrolling at Hunter must be a resident of California and submit an

application form to the school. If the number of interested students exceeds the number of seats available by the application deadline, admittance shall be determined by a public random drawing.

Student Recruitment

The intent of Hunter is to serve students living in and attending schools within a 4-mile radius of the campus. As such, the school's marketing efforts will be targeted to students residing in the community or attending schools in the community served, which includes primarily students within LAUSD.

Hunter is committed to serving all students. As detailed in Element 7, the Outreach Plan includes targeted efforts to recruit all students regardless of their 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, equal rights, and opportunities in admission. This includes students who are at risk of low achievement, socio-economically disadvantaged students, and students with disabilities.

Methods of recruiting students may include:

- Announcements mailed to families attending neighboring elementary, middle and high schools
- Marketing brochures and flyers (in English and Spanish) distributed throughout the local community
- Local newspaper announcements
- Open houses and information sessions at the school site
- Open House at the school site prior to the opening of school
- The use of English and Spanish collateral and materials.

Lottery Preferences and Procedures

Lottery Preferences

Existing students are guaranteed admission in the following school year and are exempt from the public random drawing (lottery).

During the lottery, the following preferences shall be extended:

- Siblings currently attending Hunter. (Siblings must share at least one biological parent or legal guardian.)
- Children of current Hunter staff members not to exceed 10% of total enrollment.
- Students living within the boundaries of the Los Angeles Unified School District.

In an effort to keep families together, in situations where siblings apply to Hunter together and they do not have any other siblings currently attending Hunter, if one of the children gains admission, he/she will automatically be considered a currently enrolled student and lottery preferences would apply.

Lottery Procedures

- **Open Enrollment Period:** The open enrollment period for the upcoming school year will start at the beginning of October of the current school year and last until the lottery takes place (as needed), and no later than May 30. Parents/guardians of students who submitted applications and interested parties will be provided information about the timeline and procedures to be followed during the open enrollment and lottery process upon request. This information will be made available verbally, online and in print form.

- **Application Form:** Each student interested in enrolling at an Alliance school must submit an application form to the school before the application deadline. There must be one application for each child. Applications received after the deadline shall be placed on the waitlist in the order they are received.

- **Lottery Procedures:** The lottery will be held on Hunter's campus unless a larger venue is required. If needed, the lottery will take place on a weekday afternoon or evening or during the weekend to help ensure all interested parties can attend. The specific date, time and location will be determined one week following the application due date, and will be communicated to families and interested parties verbally or through written communications (e.g., text messages, emails, postings in school main office) as needed. Lottery procedures will be followed and related materials will be made available upon request. Interested parties are welcome to observe the random public drawing should one be necessary.

  If the number of applicants exceeds the number of available seats on the application due date, a public lottery will be hosted and the applicants will be randomly drawn to fill the available seats. The lottery will follow the school's lottery preferences. Applicants that are not accepted during the lottery will be placed on the waitlist in the order their names are drawn. All applications and a record of the order in which they are drawn will be kept on file at the Charter School. The Charter School may choose to conduct the lottery using an online enrollment system. The online enrollment system allows families to apply online and allows the school to run the lottery using a secure computer algorithm so that rules and lottery preferences are followed every time and families can be assured of an equitable process.

After the offered list is set, a waitlist shall be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. The school can utilize the online enrollment system to manage the waitlist to ensure seats are offered to students in the order they appear on the waitlist.

- **Communication:** The offered list and waitlist will be made available following the lottery (if needed) and upon request. Parents/guardians of applicants on the offered list and waitlist will be contacted by designated school office staff via phone and/or in writing. Multiple communications on different days will be attempted. Communication attempts will be logged by school staff.

  Parents/guardians of applicants will have 5 school days from initial contact to respond to the designated contact person. The parents can respond via phone, in writing or by accepting the seat through the online enrollment system. If parents do not respond within the timeline, the applicant will be removed from the waitlist and the next applicant's parents/guardians on the waitlist will be contacted. We use an enrollment database system to log and document the fair execution of our lottery and waitlist.

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

Audit Responsibilities

As per the Intracompany Services Agreement with the Alliance College-Ready Public Schools, the Alliance Home Office Chief Financial Officer, in coordination with the Alliance Audit Committee, is responsible for the selection of a qualified independent auditor to conduct the required annual financial audit. The auditor is retained by the Alliance Accounting Team, led by its Vice President, Accounting and Chief FinancialOfficer, to coordinate the completion

of an annual audit of the school's financial books and records.

The selection process will include confirmation that any recommended firm be on the State Controller's list of approved auditors to conduct charter school audits. The Alliance Governing Board considers a recommendation annually from the Alliance Audit Committee to select the financial auditor. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles. To the extent required by law, the scope of this audit will be expanded to include any relevant items or processes identified by the Office Management and Budget such as Circular A-133. All audit services are handled centrally by the Alliance Accounting Team, as per the school's Administrative Services Agreement with the Alliance.

The Vice President, Accounting ensures that the auditor sends the completed audit to the required agencies by the statutory deadline. As per relevant requirements, the school's audit is submitted to the Federal Audit Clearinghouse, State Controller, County Office of Education, California Department of Education and LAUSD.

As outlined in prior sections, the Alliance Home Office provides specific back-office services to the Charter School, including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. The Alliance Home Office also provides oversight and monitors adherence by the Alliance Governing Board to the charter process and any applicable law. The Alliance Home Office maintains separate financial records for Charter School and assures that all accounting complies with generally accepted accounting principles.

Process to Resolve Audit Findings

Any deficiencies, findings, material weaknesses, or audit exceptions are reported to the Alliance Audit Committee. The Alliance Accounting Team, led by its Vice President, Accounting, will work with the school's leadership and the Alliance Governing Board, to immediately develop and implement a corrective action plan. Any such exception, as well as the corrective action plan, will be reviewed at an Alliance Governing Board regular meeting.

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:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

School-Wide Positive Behavior Intervention and Support (SWPBIS)

As required by the Modified Consent Decree (MCD), Alliance schools also follow the District's Discipline Foundation Policy, including the school-wide positive behavior supports, alternatives to suspension (e.g., behavioral contracts, student detention, parent conferences, counseling), and restorative justice. At the beginning of each school year, the principal or administrative designee (e.g., assistant principal, dean of students) will provide professional development to school staff in order to communicate and model the school's discipline policy to the school community.

Hunter believes in a student discipline philosophy that is progressive in nature, but also emphasizes positive behavior supports to provide students with opportunities to improve. These include, but are not limited to: positive recognition, restorative practices (e.g., restorative circles, mediation, regular conferencing), increased family and community collaboration, acknowledgement and reinforcement of appropriate behavior, clear definition of expectations, team-based implementation, and data-based decision making. The school will have access to a student discipline dashboard to track and monitor student suspensions and expulsions on a regular basis.

Tiered Behavior Intervention

Hunter provides Tier 1 Universal supports to all scholars in the teaching of SEL skills and behavior expectations, accompanied by frequent positive praise to scholars. Administrators and staff will regularly review school-wide and subgroup behavior data to identify scholars for providing: Tier 2 Targeted interventions such as Check In Check Out or Small Group SEL instruction; Tier 3 Intensive intervention designed to directly address the function of behavior such as individualized success and safety plans, coordination of care agency services, or wraparound support.

Additionally, students who violate the school rules are also subject to, but not limited to, the following progressive actions:

- Verbal warning
- Phone call to parent/guardian
- Loss of privileges (e.g. attending after school activities, interscholastic sports, special non-instructional activities held during the school day, one-to-one assigned technology)

- Detention
- Conference with student and parent/guardian
- Suspension
- Expulsion

Restorative Justice Practices

Hunter leverages a trauma-informed, resilience-focused and multi-tiered approach with Restorative Justice to ensure all scholars feel safe, seen, and ready to learn. We aim for a "Culture of Learning" founded on clear expectations. At Tier 1, we emphasize prevention as much as possible, with a focus on community building and strong relationships for all and techniques including but not limited to affective statements, positive comment ratio of 5:1 with scholars, and community building circles. At Tier 2, for some scholars, based on data, techniques include but are not limited to restorative conferences, harm repair circles, targeted social emotional learning, self-assessments. Finally, at Tier 3, for few scholars, based on data, techniques include but are not limited to individualized supports, re-entry circles, function of behavior interventions, intensive social emotional learning. We believe in using restorative justice to repair the harm to relationships and school communities when broken, using techniques above, to ensure long term sustained success for all scholars.

Alternatives to Suspension

Hunter believes that all scholars can achieve at a high level. This belief holds true regardless of our scholars' prior academic experience, disability status, cognitive level, or behavioral, social-emotional, or mental health needs. In order to support the continued achievement of scholars, the school has dedicated resources to implement a discipline framework that is void of punitive, ineffective practices, reduces suspensions, and mitigates exclusion of scholars from their school communities and learning environments. Whenever possible and appropriate, Hunter provides Alternatives to Suspension via age-appropriate responses to correct a scholar's specific misconduct and that provides the scholar with an opportunity to learn the skills necessary to avoid recurrence of misconduct. At the beginning of the school year faculty and staff are provided training on the school's discipline policy and throughout the year the administration uses data to plan for any refresher and updates throughout the year. Whenever possible, we will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. Methods include but are not limited to:

- Alternative Programming
- Behavior Agreement or Contract
- Community Service
- Counseling
- Mini Courses/Skill Modules

- Restitution
- Restorative Circle
- Social Skills Instruction
- Check In Check Out
- Mentorship
- Outside Agency Support
- Voluntary Parental Involvement & Supervision

Using Data

The school will 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. The data will be used to inform behavior interventions across Tier 1, 2, and 3, as well as any plans for faculty and staff training, coaching, and development..

Grounds for Suspension and Expulsion

Disciplinary Jurisdiction

Hunter has adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below. As such, a student may be suspended or expelled for prohibited misconduct, as outlined in the matrix, if the act occurs:

1) While on school grounds,
2) While going to or coming from school,
3) During the lunch period whether on or off the school campus,
4) During, or while going to or coming from, a school-sponsored activity

Non-Discretionary Suspension

Hunter has adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below. As such, all offenses that fall under Category I require non-discretionary suspension and recommendation for expulsion.

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. **[E.C. 48915(c)]**	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. **[E.C. 48915(a)(1)]**	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. **[E.C. 48915(b) and (e)]**
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. **(Unless, in the case of "caused," the injury is serious. [See II.1])** E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. ~~Disrupted school (-wide) activities. (suspension only by administrator, no expulsion) E.C. 48900(k)**; 48915(e)~~ 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)** 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

Discretionary Suspension

Hunter has adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below. As such, all offenses that fall under Category II and III include Principal discretion and may result in a suspension.

Not Grounds for Suspension/Expulsion

Hunter's policy prohibits suspension and expulsion from being used as corrective measures in response to student misconduct of willful defiance as described in Education Code section 48900(k).

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. **[E.C. 48915(c)]**	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. **[E.C. 48915(a)(1)]**	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. **[E.C. 48915(b) and (e)]**
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious. [See II.1]**) E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. ~~Disrupted school (-wide) activities. (suspension only by administrator, no expulsion) E.C. 48900(k)**; 48915(e)~~ 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)** 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

Procedures for Suspension and Expulsion

Suspension Procedures

In the case of a foster child, the following paragraphs shall have the school communicate with their educational rights holder, attorney, or county social worker in lieu of a parent/guardian.

Rules and Procedures

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. Suspension is preceded by a conference conducted by the principal or administrative designee (e.g., assistant principal, dean of students) with the student and the student's parent/guardian. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as possible. If the scholar denies the charges, they will be given explanation of the evidence that supports the charges and an opportunity to present their side of the story

Notice to Parents/Guardians
At the time of suspension (both out-of-school and in-school), the principal or administrative designee will contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in the primary language of the guardian. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time the student may return to school. The principal or administrative designee shall request to confer with the parent/guardian regarding matters pertinent to the suspension; parents/guardians are strongly encouraged to respond without delay as student violations of school rules may result in student expulsion from the school.

In-school suspensions will be served in either the school's main office or in an open classroom and will be supervised by a certificated staff member. During in-school suspensions, the student's teachers will provide coursework to be completed in the in-school suspension setting.

Length of Suspension
Suspensions (both out-of-school and in-school), when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students with IEPs shall not be suspended for more than a total of ten (10) school days in a school year unless a suspension has been extended pending an expulsion hearing, post a Manifestation Determination Review (MDR). During the term of the suspension, Hunter shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension may be offered an interim placement at an LAUSD school, another Alliance school, or coursework from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended up to 30 school days
pending an expulsion hearing.

Suspension Appeals
The suspension of a student is at the discretion of the principal or administrative designee. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal shall be submitted in writing to the Alliance Home Office Chief Schools Officer, and shall be heard if requested within five (5) school days of the notification of suspension by the principal or administrative designee. Upon consideration of the evidence presented in the appeal, the Chief Schools Officer's decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing

within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Expulsion Procedures

Rules and Procedures

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will receive written notice of the charges and their rights and have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee.

Authority to Expel

A student may be expelled by a three (3) member neutral panel, known as the Expulsion Panel that is designated by the Hunter School Board of Directors ("School Board"). The Expulsion Panel shall be selected by the Board Chair and will consist of Alliance College-Ready Public Schools and Alliance's affiliated schools' staff. The members of the Expulsion Panel shall meet the following criteria:

1) The members shall have no knowledge or previous familiarity of the student or situation, and
2) The members are not employees of the presenting school.

Expulsion Hearing

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The principal or administrative designee provides written notice of the hearing to the student and the student's parent/guardian within ten (10) calendar days before the date of the hearing. The notice shall be in the primary language of the guardian. The notice will include information regarding reasonable accommodations and language support, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocates, and other due process protections and rights. As necessary, the notice will also provide special rules and procedures for incidents involving sexual assault and/or battery (e.g., provide complaining witness with a copy of applicable disciplinary rules and advisement of rights, postponement of expulsion hearing for one school day to accommodate the special physical, mental and emotional needs of complaining witness, provide a nonthreatening environment for complaining witness to speak freely and accurately of his/her experiences, breaks during testimony as needed, advisement of complaining witness and accused pupil to refrain from personal or telephonic contact). The documentary evidence packet shall be made available to the student and/or parents/guardians upon request.

An audio recording of the hearing and proceedings will be created and retained.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence in which reasonable persons can rely in the conduct of serious affairs. A determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others. At the hearing the scholar will have 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.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The decision of the panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to expel and the student is still enrolled, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the principal or administrative designee shall send to the student and parent/guardian written notice of the decision to expel. The notice shall be in the primary language of the guardian. This notice will include the findings of fact, recommendations, referral to alternative placement, recommended rehabilitation plan, recommended expulsion order and appeal procedures. This notice to expel a student will be sent by certified U.S. mail. Records of the proceeding will be made available at any time upon request to the Principal.

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel's written decision to expel. The parent/guardian must submit the appeal in writing to the principal who will inform the School Board Chair. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present his/her appeal either verbally or in writing. Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3)

members. The panel shall be selected by the School Board Chair. Panel members shall not be school employees (they may be Alliance Home Office employees or staff members from other Alliance schools), shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the hearing. The notice shall be in the primary language of the guardian. In the event that the Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Alternative Placement

In the event of a decision to expel a student, the school will work cooperatively with the student's home school district, the county and/or other schools to find alternative placement for the student.

Rehabilitation Plans

Pupils who are expelled from an Alliance school shall be given a rehabilitation plan upon expulsion as developed by the Expulsion Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Alliance school for readmission.

Readmission

The school shall receive the documentary evidence from parents/guardians or LAUSD as per the student's rehabilitation plan in the findings of fact. This evidence will be reviewed to determine if the plan's requirements have been met to allow for readmission. Upon completion of the readmission process and pending the availability of open seats, the school shall readmit the pupil, unless the school's principal 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 school, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Upon completion of the readmission process and a determination that the student has met the terms of the rehabilitation plan, the school shall reinstate the student upon the conclusion of the expulsion period in a timely manner pending the availability of open seats.

Mandatory Recommendation for Expulsion

Hunter has adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below. As such, all offenses that fall under Category I do not include Principal discretion and will result in a recommendation for expulsion.

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
Principal **shall immediately** suspend and recommend expulsion when the following occur at school or at a school activity off campus. **[E.C. 48915(c)]**	Principal **must** recommend expulsion when the following occur at school or at a school activity off campus **unless** the principal determines that the expulsion is inappropriate. **[E.C. 48915(a)(1)]**	Principal **may** recommend expulsion when the following occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity. **[E.C. 48915(b) and (e)]**
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1)(A); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (**Unless, in the case of "caused," the injury is serious. [See II.1]**) E.C. 48900(a)(1); 48915(b) 2. Possession/Under influence of marijuana (1st offense < 1 oz.) or controlled substance or alcohol or any intoxicant. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. ~~Disrupted school (-wide) activities. (suspension only by administrator, no expulsion) E.C. 48900(k)**; 48915(e)~~ 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
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** Grades 4 through 12 inclusive.

Discretionary Recommendation for Expulsion

Hunter has adopted the *Los Angeles Unified School District Suspension and Expulsion Matrix* as identified below. As such, all offenses that fall under Category II and III include Principal discretion and may result in a recommendation for expulsion.

Not Grounds for Suspension/Expulsion

Hunter's policy prohibits suspension and expulsion from being used as corrective measures in response to student misconduct of willful defiance as described in Education Code section 48900(k).

Category I Student Offenses with **No** Principal Discretion (except as otherwise precluded by law)	**Category II*** Student Offenses with **Limited** Principal Discretion	**Category III*** Student Offenses with **Broad** Principal Discretion
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2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(1)(B); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance (except for the first offense of no more than an ounce of marijuana, and over-the-counter and prescribed medication) E.C. 48915(a)(1)(C); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. ~~Disrupted school (-wide) activities. (suspension only by administrator, no expulsion) E.C. 48900(k)**; 48915(e)~~ 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e) 12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900[n]). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(1)(D); 48900(e)	13. Engaged in sexual harassment. E.C. 48900.2**; 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3**; 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e) 16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(1)(E); 48900(a)(1) and 48900(a)(2)	17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. **Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b)** 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e) 22. Aided or abetted the infliction of physical injury to another person (suspension only). E.C. 48900(t); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following ***additional findings***: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

In-School Suspension

Location, Supervision, and Student Instruction

The principal or administrative designee may assign scholars to a supervised in-school suspension for the entire period of suspension of not more than 5 school days if the scholar committed an act on the school-adopted LAUSD Suspension and Expulsion Matrix and poses no imminent danger or threat to the campus, other scholars, or staff.
In-school suspensions will be served in either the school's main office or in an open classroom and will be supervised by a certificated staff member. During in-school suspensions, the scholar's teachers will provide coursework to be completed in the in-school suspension setting.

Student Supports

During an in-school suspension all supports and services will be provided to the scholar including those listed written in their IEP, 504, or other scholar-centered support plan, in addition to access to appropriate counseling services.

Family Notification

At the time of suspension (both out-of-school and in-school), the principal or administrative designee will contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in the primary language of the guardian. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time the student may return to school. The principal or administrative designee shall request to confer with the parent/guardian regarding matters pertinent to the suspension; parents/guardians are strongly encouraged to respond without delay as student violations of school rules may result in student expulsion from the school. In the case of a foster child, the preceding paragraph shall have the school communicate with the educational rights holder, attorney, or county social worker in lieu of a parent/guardian

Maximum Days of Suspension

Suspensions (both out-of-school and in-school), when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Students with IEPs shall not be suspended for more than a total of ten (10) school days in a school year unless a suspension has been extended pending an expulsion hearing, post a Manifestation Determination Review (MDR). During the term of the suspension, Hunter shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension may be offered an interim placement at an LAUSD school, another Alliance school, or coursework from the attending school. Students shall not be suspended for more

than a total of twenty (20) school days in a school year, unless a suspension has been extended up to 30 school days pending an expulsion hearing.

Response to Offenses Precluded From In-School Suspension

The following offenses in the Education Code are precluded for in-school suspension:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel
- Made terrorist threats against school officials or school property, or both

Additionally, if an action to expel the student will be or has already started, an in-school suspension is not permitted in lieu of a suspension from school.

Out-of-School Suspension Procedures

Fair and Thorough Investigation

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough.

Authorization to Suspend

Principal and administrative designees are authorized to suspend scholars.

Adequate Notice to Student

The process for investigating incidents and collecting evidence for suspensions and

expulsions will be fair and thorough. Suspension is preceded by a conference conducted by the principal or administrative designee (e.g., assistant principal, dean of students) with the student and the student's parent/guardian. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent/guardian is notified of the suspension, a request for a conference is to be made as soon as possible, and the conference is to be held as soon as possible. In all cases, the scholar is given an opportunity to respond to the charges.

Adequate Notice to Parent(s)

At the time of suspension (both out-of-school and in-school), the Principal or administrative designee will contact the parent/guardian (and foster youth representatives, if applicable) by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in the primary language of the guardian. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time the student may return to school. The principal or administrative designee shall request to confer with the parent/guardian regarding matters pertinent to the suspension; parents/guardians are strongly encouraged to respond without delay as student violations of school rules may result in student expulsion from the school.

Appeal of Suspension

The suspension of a student is at the discretion of the principal or administrative designee. Parents/guardians shall be notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal shall be submitted in writing to the Alliance Home Office Chief Instructional Officer, and shall be heard if requested within five (5) school days of the notification of suspension by the principal or administrative designee. Upon consideration of the evidence presented in the appeal, the Chief Instructional Officer's decision shall be final. The student shall be considered suspended until a meeting is convened to hear the appeal. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Maximum Days of Suspension

Suspensions (both out-of-school and in-school), when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension for students in general education and including any student being served under Section 504 of the Rehabilitation Act of 1973. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended up to 30 school days pending an expulsion hearing. Students with IEPs shall not be suspended for more than a total of ten (10) school days in a school year unless a suspension has been extended pending an expulsion hearing, post a Manifestation Determination Review (MDR).

Access to Education

During the term of the suspension, Hunter shall provide the student with meaningful access to education. Missed assignments can be accessed virtually through class websites or arranged for pick-up or delivery with the parent/guardian. The student shall also be given the opportunity to take make-up tests if they were missed during the term of the suspension.

Rules and Procedures Pending Outcome of Expulsion Process

Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. Students who receive an extended suspension may be offered an interim placement for meaningful access to education at an LAUSD school, another Alliance school, or coursework from the attending school. Students shall not be suspended for more than a total of twenty (20) school days in a school year, unless a suspension has been extended up to 30 school days pending an expulsion hearing.

Expulsion Procedures

Adequate Notice of Reason to Student and Parent

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. Upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's parent/guardian or representative (including representatives for foster youth) will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee.

Authority to Recommend Expulsion

The process for investigating incidents and collecting evidence for suspensions and expulsions will be fair and thorough. The Principal or administrative designee may recommend expulsion. As stated above, upon a recommendation of expulsion by the principal or administrative designee, the pupil and the pupil's parent/guardian or representative will be invited, by letter or by phone, to a pre-expulsion conference within five (5) school days. During the conference, they will receive written notice of the charges and their rights and have the right to respond to the allegation. If necessary, they will be given three (3) additional school days after the conference to respond. This conference will also provide an opportunity to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or administrative designee.

Adequate Notice of Recommendation and Hearing to Student and Parent

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The principal or administrative designee provides written notice of the hearing to the student and the student's parent/guardian within ten (10) calendar days before the date of the hearing. The notice shall be in the primary language of the guardian. The notice will include

information regarding reasonable accommodations and language support, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocates, and other due process protections and rights. As necessary, the notice will also provide special rules and procedures for incidents involving sexual assault and/or battery (e.g., provide complaining witness with a copy of applicable disciplinary rules and advisement of rights, postponement of expulsion hearing for one school day to accommodate the special physical, mental and emotional needs of complaining witness, provide a nonthreatening environment for complaining witness to speak freely and accurately of his/her experiences, breaks during testimony as needed, advisement of complaining witness and accused pupil to refrain from personal or telephonic contact). The documentary evidence packet shall be made available to the student and/or parents/guardians upon request.

An audio recording of the hearing and proceedings will be created and retained.

Interim Placement

Students who receive an extended suspension may be offered an interim placement at an LAUSD school, another Alliance school, or coursework from the attending school. For scholars with disabilities, the interim placement discussion must happen during the Expulsion Analysis IEP meeting. If an Interim placement option may be needed, we will work with LAUSD COP to provide Alternative Interim Educational Placement.

Authority to Make Expulsion Decision

A student may be expelled by a three (3) member panel, known as the Expulsion Panel that is designated by the Hunter School Board of Directors ("School Board"). The Expulsion Panel shall be approved by the Board Chair and will consist of Alliance College-Ready Public Schools and Alliance's affiliated schools' staff. The members of the Expulsion Panel shall meet the following criteria:

1) The members shall have no knowledge or previous familiarity of the student or situation, and
2) The members are not school employees.

Expulsion Hearing

Expulsion Hearing

A hearing to determine whether the student should be expelled is required for recommendation for expulsion. The hearing provides a meaningful opportunity to be heard and shall be held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the Expulsion Panel described above.

The principal or administrative designee provides written notice of the hearing to the student and the student's parent/guardian within ten (10) calendar days before the date of the hearing. The notice shall be in the primary language of the guardian. The notice will include information regarding reasonable accommodations and language support, presentation and cross-examination of witnesses and other evidence, representation by counsel or other advocates, and other due process protections and rights. As necessary, the notice will also provide special rules and procedures for incidents involving sexual assault and/or battery (e.g., provide complaining witness with a copy of applicable disciplinary rules and advisement of rights, postponement of expulsion hearing for one school day to accommodate the special physical, mental and emotional needs of complaining witness, provide a nonthreatening environment for complaining witness to speak freely and accurately of his/her experiences, breaks during testimony as needed, advisement of complaining witness and accused pupil to refrain from personal or telephonic contact). The documentary evidence packet shall be made available to the student and/or parents/guardians upon request.

An audio recording of the hearing and proceedings will be created and retained.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence in which reasonable persons can rely in the conduct of serious affairs. A determination by the panel to expel must be supported by substantial evidence that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. The decision of the panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Also, in accordance to the LAUSD Suspension and Expulsion Matrix, for Category II and II offenses, the school must provide evidence of one or both of the following additional findings: (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, (2) Due to the nature of the act, the student's presence causes a continuing danger to the physical safety of the pupil or others.

The decision of the Expulsion Panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the Expulsion Panel decides not to expel and the student is still enrolled, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

Written Notice to Expel

Following a decision of the Expulsion Panel to expel, the principal or administrative designee shall send to the student and parent/guardian written notice of the decision to expel. The notice shall be in the primary language of the guardian. This notice will include the findings of fact, recommendations, referral to alternative placement, recommended rehabilitation plan, recommended expulsion order and appeal procedures. This notice to expel a student will be sent by certified U.S. mail. Records of the proceeding will be made available at any time upon request to the Principal.

Record of Proceedings

An audio recording of the hearing and proceedings will be created and retained.

Appeal of Decision

An expulsion decision may be appealed within 30 calendar days of the date of the Expulsion Panel's written decision to expel. The parent/guardian must submit the appeal in writing to the principal who will inform the School Board Chair. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present his/her appeal either verbally or in writing. Language support shall be provided upon request. The Expulsion Appeal Panel shall have three (3) members. The panel shall be selected by the School Board Chair. Panel members shall not be school employees (they may be Alliance Home Office employees or staff members from other Alliance schools), shall have no familiarity of the incident or student, and shall not be the same individuals that served on the Expulsion Panel. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel shall be final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two (2) school days of the hearing. The notice shall be in the primary language of the guardian. In the event that the Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Post-Expulsion Support

In the event of a decision to expel a student, the school will work cooperatively with the student's home school district, the county and/or other schools to find alternative placement for the student.

Rehabilitation Plans

Rehabilitation Plans

Pupils who are expelled from an Alliance school shall be given a rehabilitation plan upon expulsion as developed by the Expulsion Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Alliance school for readmission.

Readmission

The school shall receive the documentary evidence from parents/guardians or LAUSD as per the student's rehabilitation plan in the findings of fact. This evidence will be reviewed to determine if the plan's requirements have been met to allow for readmission. Upon completion of the readmission process and pending the availability of open seats, the school shall readmit the pupil, unless the school's principal 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 school, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Upon completion of the readmission process and a determination that the student has met the terms of the rehabilitation plan, the school shall reinstate the student upon the conclusion of the expulsion period in a timely manner pending the availability of open seats.

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

STRS - All certificated employees who are eligible participate in the State Teachers Retirement System (CalSTRS). Eligible certificated employees deposit a percentage of their pre-tax creditable earnings in CalSTRS and the School matches this contribution. As of 7/01/2022, certificated employees contribute 10.205% (if subject to PEPRA) or 10.25% (if not subject to PEPRA) and Hunter contributes 19.1%. All withholdings from employees and the Charter School are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

Classified Staff Members

PERS - All classified employees who are eligible participate in the Public Employees Retirement System (CalPERS). Eligible classified employees deposit a percentage of their pre-tax creditable earnings in CalPERS and that the School matches this contribution. As of 7/01/2024, employees contribute 8% (if subject to PEPRA) or 7% (if not subject to PEPRA) and Hunter contributes 27.05%. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

Other Staff Members

OASDI, PARS and Others - Hunter participates in Old Age Survivor Disability Insurance (OASDI) for non-PERS/STRS eligible part-time employees. The Hunter School Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

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.

As a public charter school authorized to operate within the boundaries of the Los Angeles Unified School District, Hunter provides a quality alternative to attending District schools. Students may choose to attend other public schools in the district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of LAUSD.

Hunter is a school of choice; no student is required to attend. This information is communicated to families through informational meetings.

ELEMENT 13: Rights of District Employees

"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14: Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Alliance Kory Hunter Middle School
5886 Compton Ave, Los Angeles, CA 90001

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written

Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Alliance Kory Hunter Middle School
5886 Compton Ave, Los Angeles, CA 90001

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be

administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

ELEMENT 15: Charter School Closure Procedures

"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or

the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS),

the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

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

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic

master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

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

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.
Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the

requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such

legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, the Alliance Home Office Chief Financial Officer, supported by the Alliance Charter Management Organization's (CMO) Vice President of Accounting will serve as the Charter School's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

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, certificatesof 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).)