



**ASPIRE- SANTA FE
ACADEMY
CHARTER SCHOOL**

WALNUT PARK

GRADES 6 – 8

**CHARTER PETITION
16 ELEMENTS**

SUBMITTED OCTOBER 2011

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INTRODUCTION

Aspire Public Schools (hereafter referred to as “Aspire”), a 501(c)(3) nonprofit public benefits corporation, was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and reshape local public school systems. Aspire has a four-part mission:

- To increase the academic performance of California’s diverse students
- To develop effective educators
- To catalyze change in public schools
- To share successful practices with other forward-thinking educators

Aspire has a history of starting and running successful charter schools in California. Based on the 2006 Academic Performance Index, the average Aspire school grew 10 times their state target.

In accordance with California Charter School Law, Aspire hereby petitions the Los Angeles Unified School District (“District”) for a K-6 charter for Aspire - Santa Fe Academy Charter School (“School”).

This school will also be known as Aspire - SANTA FE.

INTENT OF THE CHARTERS SCHOOL ACT

The Charter Schools Act of 1992 states that:

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

(a) Improve pupil learning.

(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

(c) Encourage the use of different and innovative teaching methods.

(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

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

(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

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

Aspire - SANTA FE will make important contributions to the legislative goals outlined above. By granting this charter, the District will help fulfill the intent of the Charter Schools Act of 1992 (“Charter Schools Act”).

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(P). These sections of law and the required descriptions are discussed below.

AFFIRMATIONS/ASSURANCES

Aspire - Santa Fe Academy Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public school. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Aspire Santa Fe Academy Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(b)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.
- Shall not discriminate on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, perceived sexual orientation, home language, or disability. [Ref. Education Code Section 47605(d)(1)]

- 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan to achieve and maintain the LAUSD’s ethnic goal which is with a 70:30 or 30:70 ratio.
- 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 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(c)]
- Shall ensure that teachers in Aspire - Santa Fe Academy Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Aspire - Santa Fe Academy Charter School without graduating or completing the school year for any reason, Aspire - Santa Fe Academy 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. [Ref. California Education Code Section 47605(d)(3)]
- Aspire - Santa Fe Academy Charter School will follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:
 - Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - Shall on a regular basis consult with its parents and teachers regarding the charter school’s education programs.
 - Shall comply with any jurisdictional limitations to locations of its facilities.
 - Shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - Shall comply with all applicable portions of the No Child Left Behind Act.

- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall meet or exceed the legally required minimum of school days.

• **The term of this charter shall be from July 1st, 2012 to June 30th, 2017**

PUBLIC SCHOOL CHOICE ASSURANCES

“In adherence to the Public School Choice Resolution (“Resolution”) and the State of California waiver to Education Code section 47605(d)(1) and (d)(2)(A), Aspire - Santa Fe Academy Charter School will enroll students from the impacted campuses that the new school is intended to relieve and that students from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.”

“Pursuant to the Public School Choice Resolution, Aspire - Santa Fe Academy Charter School makes the following assurances:

- Aspire - Santa Fe Academy Charter School is a not for profit entity.
- Aspire - Santa Fe Academy Charter School shall maintain a record of financial solvency and sustainability.
- Aspire - Santa Fe Academy Charter School will enroll students from the impacted campuses that the new school is intended to relieve and that students from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.
- Aspire - Santa Fe Academy Charter School agrees that the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.
- In accordance with the Attendance Boundary State Waiver for Public School Choice, Aspire - Santa Fe Academy Charter School agrees to provide first choice attendance to resident students including students with disabilities from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver of Education Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

- While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, Aspire - Santa Fe Academy Charter School further agrees not to refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Aspire - Santa Fe Academy Charter School understands and accepts that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2009-10 District norms.
- If a parent or guardian no longer wants their child to attend an independent PSC charter school, the [Charter School] Aspire - Santa Fe Academy Charter School also agrees to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.
- Aspire - Santa Fe Academy Charter School adheres to the terms, conditions and the requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. All public schools formed or approved the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.
- Pursuant to the *Williams* Consent Decree, Aspire - Santa Fe Academy Charter School shall be compliant with the requirement to end Concept 6 calendar by the 2012 school year.

ELEMENT 1: EDUCATIONAL PROGRAM

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

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

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

The address of the Charter school is 7500 Marbrisa Avenue, Walnut Park, CA 90255

The phone number of the Charter school is 323-583-5421

The contact person for the Charter school is Matthew Siegel

The number of classrooms at the charter school is 18

The grade configuration is 6-8

The number of students in the first year will be 540

The grade level(s) of the students the first year will 6-8

The opening date of the charter school is August 15, 2012.

The admission requirements include: None

The operational capacity will be 1026

Pursuant to the PSC program, [REDACTED] is the designated number of resident students that need to be served from the attendance area of the designated overcrowded schools. The enrollment for non-resident students is 54.

The instructional calendar will total 186 school days for students, with instruction occurring for 7 hours daily. Students at Aspire- Santa Fe Academy Charter School will receive 365 minutes of instruction daily. Students will begin instruction on August 15, 2012 and end on June 20, 2013 with one week for Fall Break, three weeks of Winter Break and one week of Spring Break

The bell schedule for Aspire - Santa Fe Academy Charter School will be 7:30 a.m. until 3:00 p.m.

If space is available, traveling students will have the option to attend.

THE SCHOOL'S MISSION

The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by offering students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, and personalized learning opportunities. The School will strive to ensure that students are prepared for college and for the 21st Century world and workplace by enabling them to learn to learn.

Projections of who we will serve

Aspire - SANTA FE plans to serve 540 students in grades 6-8.

Student Characteristics	Year 1	Year 2	Year 3
Student Enrollment	540	540	540
Student ADA	513	513	513
Grades	6 -8	6 -8	6 -8
% Free/Reduced Lunch	92	91	90
% of ELL/LEP Students	33	31	30
Avg. # of Students Per Class	30	30	30
Number of teachers	18	18	18

Population to be Served by Aspire – Santa Fe Academy Charter School

According to demographic data compiled by the California Department of Education, the District enrolled 617,798 students in 2010-2011. Of these students, African Americans constitute 10.8 % of the District's students, American Indians or Alaska Natives .3%, Asians 3.6%, Filipinos 2.3%, Hispanics 74.2%, Pacific Islanders .3% and Whites 8.4%. During the 2009-2010 school year, students who are classified by the California Department of Education as English Learners made up 32% of the District student body. Aspire - SANTA FE seeks to enroll a diverse population of students that reflects the District's demographics.

Demographics of nearby schools

Our target is to reflect similar ethnic and racial diversity demonstrated by nearby LAUSD schools. Below are the LAUSD schools within a two-mile radius of our intended target, where students would otherwise attend.

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

- students who are underachieving in core academic subjects and whose performance does not match their potential;
- students whose academic needs necessitate a small school environment with personalized attention;
- students whose academic needs are not being met in a traditional school environment; and
- students whose diversity represents the community.

In education, one size does not fit all and Aspire is dedicated to providing students and families in the District with a small school option that can meet their unique needs.

**DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding Schools Data)**

SY 2010-2011

LAUSD SCHOOLS	# of Students	Multi-Track School ?	Program Improvement ?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of ELL Students	Major Ethnicity	Major Ethnicity	Major Ethnicity
												#1 Hispanic	#2	#3
Gage MS	2861	3	Yes	No	No	645	1	4	90	9.4	28	99.4	0.3	0.3
Edison MS	1769	Single	Yes	Yes	Yes	604	1	2	98	10.9	33	97	3	
Drew MS	2092	Single	Yes	Yes	No	556	1	1	100	11	37	84	16	
Los Angeles Academy MS	2184	Single	Yes	Yes	Yes	614	1	2	98	10	33	93	7	
Nimitz MS	2822	Single	Yes	Yes	No	674	2	5	100	10	24	97.5	1.5	1
CHARTER SCHOOLS	# of Students	Multi-Track School ?	Program Improvement ?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of ELL Students	Major Ethnicity #1	Major Ethnicity #2	Major Ethnicity #3
Aspire-Centennial	540	Single	No	Yes	Yes	795	6	10	92	7	41	99		
Aspire Pacific	480	Single	No	N/A	N/A	759	N/A	N/A	86	10	17	99		

The 21st Century Educated Person

The fundamental characteristic of the new millennium is ever accelerating change. Information is multiplying as quickly as it is becoming obsolete and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. These challenges mean that students must *learn to learn* in order to participate in the dynamic world that is the 21st Century.

Aspire - SANTA FE expects its students to graduate able to collect information, think systematically and critically about that information, create new knowledge and effectively express and apply their thinking to real world problems. The information with which they engage may be a novel, a choreographed dance piece, a set of statistics, a newspaper report, an historical account or a scientific article. The expression of student thinking may come in an essay, a painting, a poem, an oral presentation, a one-act play, a mathematical argument, or a scientific rebuttal. In summary, Aspire-SANTA FE Academy aims to graduate students who have the ability to access, use and analyze information, produce new knowledge and respond critically and thoughtfully.

Ultimately, Aspire-SANTA FE intends to equip students with the basic skills, thinking skills, and life skills they need to excel in the 21st Century. Thus, Aspire-Pacific College Preparatory Academy will seek to enable its pupils to become self-motivated, competent and life-long learners. In addition, the School aims to foster important academic and personal habits and traits in its students, including intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action, while promoting community service and leadership development

How Learning Best Occurs

Aspire - SANTA FE's Mission

Aspire - SANTA FE's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. Aspire - SANTA FE seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. Aspire - SANTA FE will strive to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills. Additionally, Aspire - SANTA FE shares the goal of the No Child Left Behind that every student become proficient.

Aspire - SANTA FE's Program Design Elements

Aspire - SANTA FE is structured to support high student achievement by creating as many personalized learning opportunities as possible. Research studying small schools in Chicago, New York and Texas supports the effectiveness of small schools¹. Small classes and close personal relationships are likewise supported in research^{2,3}.

¹ Raywid, M. *Synthesis of Research Small Schools: A Reform That Works 55/4* (December 1997/ January 1998).

² Resnick, L. (Ed.) "Research Points Essential Information for Education Policy: Class Size Counting Students Can Count." *Research Points*, (2003) Vol. 1, Issue 2. Washington D.C.: American Educational Research Association.

³ Wimberly, G. (2002) *School Relationships Foster Success for African American Students*. ACT Policy Report.

The following features, which are designed to create a sense of community, a challenging learning environment, and more time for learning, illustrate essential program design elements of Aspire - SANTA FE and reflect the beliefs about how learning best occurs.

- *A Sense of Community*
Aspire schools are small with small classes with teachers teaching the same students for two years to create a community where each student is known personally.
- *Small schools*
Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. Aspire schools are designed to serve approximately 350 students; Aspire Elementary Schools like Aspire-Santa Fe will serve 304 students.
- *Small class sizes*
In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. Aspire - SANTA FE's objective is to maintain a 28:1 student/teacher ratio in grades 6 -12.
- *Advisory groups*
Beginning in the 6th grade, each student is assigned to an advisory group of no more than 15 students that meets regularly with an adult advisor. The advisor acts as a bridge between the school and the students' other communities (e.g. family, work, clubs, social services agencies). The same group stays together through graduation and provides a support structure for students. Advisors may participate in student-led conferences, home visits, and other parent and family communications. The Advisory program addresses three developmental strands over time:
 - 1) Meeting College Admissions Requirements
 - 2) Academic Preparation and Organizational Skills; and
 - 3) Social and Emotional Development.For some students, this requirement may be fulfilled through participation in the Advancement Via Individual Determination ("AVID") program.
- *A Challenging Learning Environment*
Aspire provides students with a demanding education program and effective teachers based on research about teacher qualifications and their expectations influencing student achievement.
- *Rigorous and challenging education program*
Aspire - SANTA FE is committed to establishing high standards and expectations for all students. Multiple strategies for active learning of academic skills and mastery of a demanding curriculum with real world connections will support all students.⁴
- *Highly qualified and supported teachers*
The faculty will consist of well-prepared and certified teachers. Teachers will be encouraged to pursue National Board Certification within their first five years at Aspire - SANTA FE. Professional

⁴ Brophy, J.E. "Research on the Self-Fulfilling Prophecy and Teacher Expectations." JOURNAL OF EDUCATIONAL PSYCHOLOGY 75 (1983): 631-661.

development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment Aspire - SANTA FE will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.⁵

- *“College for Certain” Culture*
Aspire - SANTA FE will focus on students going to college. Classrooms will be named after universities; classrooms will have chants based on their colleges; and instruction will be linked to skills needed in college. Every opportunity for students and parents to learn about success in college will be utilized. This focus on college early in schooling is imperative based on the research done on 6th graders and their likelihood to attend college if they plan on it in 6th grade.⁶
- *More Time for Learning*
Based on research which supports additional, effective learning time to increase achievement, Aspire provides more time for students and uses it effectively to maximize in-depth learning.⁷
- *Longer school day*
Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools are designed to serve students through seven-hour school day. As a result, students at Aspire - SANTA FE will receive about one half hour more of instruction each day than students in local traditional public schools. The Bell Schedule for Aspire-Santa Fe is on page 17, and attached, in **APPENDIX J**.
- *Longer school year*
Aspire - SANTA FE will be open for 186 days of instruction, six days more than traditional public schools. (See **APPENDIX I**)
- *Literacy Coaches and Tutors*
All students will be assessed and those with literacy needs will be supported by a Literacy Coach. All students will have access to tutors.
- *After School Instruction*
Based on instructional needs, students will be enrolled in an after school program. This time is dedicated to supporting the learner through additional time and instruction.

⁵ Darling-Hammond, L. (1995) Inequality and Access to Knowledge. In J. A. Banks (Ed.) The Handbook of Research on Multicultural Education. New York, NY: Macmillian.

⁶ NCES Statistical Analysis Report: “High School and Beyond: 1992 Descriptive Summary of 1980 High School Sophomores 12 years Later.” January 1995. John Tuma, Sonya Geis, C. Dennis Carroll, U.S. Department of Education

⁷ Smith, Betsy Ann. "Quantity Matters: Annual Instruction Time in an Urban School System." Educational Administration Quarterly 36, 5 (December 2000): 652-82. EJ 619 584.

Pedagogical Strategies

Aspire recognizes that there is no single pedagogical strategy that is best for all students. Therefore, Aspire-Santa Fe Charter School will employ a range of pedagogies based on “best practices” in the field and the most current educational research. The following variety of instructional methods will provide the best opportunities for all students to learn at high levels and will be used at the secondary level:

- *Project-based instruction:* Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students’ real world experiences, making learning relevant and valuable to their lives outside of school. Research on authentic instruction indicates the importance of connections between classroom curriculum and the world beyond the classroom to rate and depth of learning and student motivation. Many of Aspire - SANTA FE’s projects will be community-oriented.
- *Integrated curriculum:* To facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers will collaborate to integrate themes and concepts in designing classes.
- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others’ heritages and to develop an understanding of multiple perspectives.
- *Flexible supports:* Many supports will be provided within the classroom, the school and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- *Diagnostic assessment:* Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.

One important assessment component is Aspire - SANTA FE’s Benchmark System. Aspire - SANTA FE will administer standards-based assessments three times a year in reading, writing and mathematics. These results are used to guide classroom instruction, individual student support and teacher professional development.

- *Cycle of Inquiry:* Teachers use data to inform their instruction through our **Cycles of Inquiry**. Every two or three weeks, teachers assess students on a designated standard. The data around students’ mastery is shared, analyzed and discussed at grade level team meetings. These meetings allow teachers to identify and share successful instructional practices. Teachers pre-and post-test all students on each standard.
- *Integrated arts:* Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. Aspire - SANTA FE will bring the community’s cultural resources into the classroom.
- *Integrated technology:* Technology will be used as a tool throughout students’ courses to provide them access to information and multiple methods of expressing their understanding.

- *Authentic experiences:* Students learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.
- *Direct instruction and inquiry-based instruction:* Teachers will teach through both direct instruction and inquiry-based instruction. Direct instruction strategies include lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group or one-on-one format. Inquiry based instruction strategies involve asking students to structure problems, pursue information, pose and test hypotheses and draw inferences for themselves.
- *Community service/internships:* Community service / internships will afford students the opportunity to apply their learning in real world settings and to build relationships with adults and to make contributions to their communities. Community service / internships will mirror student interest and may range from work in local childcare agencies to work in local business offices.

Research

Aspire believes learning best occurs when teachers apply the appropriate instructional strategy. Extensive research shows the importance of differentiating learning based on the subject, concept and student. The Aspire Instructional Guidelines are all based on research about each strategy. For example, differentiated instruction is supported by research, particularly in reading.⁸ Research done by Adam and Englemann in 1996 supports direct instruction⁹. Project based learning which integrates all subjects including technology and cultural differences is supported through a summary of research collected by the Autodesk Foundation.¹⁰

Another form of evidence about Aspire’s model is its success with similar populations. The chart below shows two other Aspire schools who serve a similar demographic population as proposed for this School. The high levels of academic growth, Similar Schools ranking, and State Ranking show a program which works.

	Demographics	08/09 API	09/10 API	10/11 API	2010 Similar Schools Rank	2010 State Rank
Aspire-Centennial College Prep Academy	92% FRL 41% ELL	784	794	795	10	7
Aspire- Antonio Maria Lugo Academy	94% FRL 53% ELL	825	846	847	10	7

Additionally, on average the Aspire school made ten times the gains on the Academic Performance Index from 2009-2010 than the state average.

⁸Janice A. Dole, Gerald G. Duffy, Laura R. Roehler, P. David Pearson. Moving from the Old to the New: Research on Reading Comprehension Instruction, *Review of Educational Research*, Vol. 61, No. 2 (Summer, 1991), pp. 239-264

⁹ Adams, G.L., & Engelmann, S. (1996). Research on Direct Instruction. Seattle, WA: Educational Achievement Systems.

¹⁰ Thomas, J. (2000). A Review of Research on Project Based Learning. San Rafael, CA: The Autodesk Foundation.

Sample Daily Schedules

Typical School Day

Every classroom has a different rhythm and feel, but the schedule below provides a rationale and allocation of instructional time.

Aspire-SANTA FE Academy students receive standards-based instruction in eight 45-minute periods, cored with a cohort of 29 students. There are 7 passing periods between classes. Two periods, English and academic literacy, make up the language arts blocks, while another two periods, math and math lab, make up the math block. Students take history with the same teacher who teaches them English. Likewise, students generally have science with their math teachers.

Students also attend advisory daily along with one of three electives per semester: music, dance or Japanese. Students have a break during mid-morning nutrition and again during lunch. Centennial teachers follow the Aspire instructional guidelines, which include mini-lessons, small-group guided instruction, and collaborative groupings. The full Bell Schedule is overleaf, and in **APPENDIX J**

8:00 School Begins – Students assemble around the college flag which represents their classroom. The class does their college cheer and walks into the classroom with purpose.
First period begins.

8:49 **Second** period

9:34 NUTRITION – 10 minutes

9:52 **Third** period begins

10:41 **Fourth** period begins

11:26 LUNCH

12:04 **Fifth** period begins

12:53 **Sixth** period begins

1:42 **Seventh** period begins

2:30 **Eighth** period begins

3:30 Dismissal – Students leave the classroom with a handshake from the teacher.
The teacher provides specific feedback about an accomplishment each student made during the day.

SY 2012-2013

Aspire- SANTA FE

Bell Schedule

Monday - Thursday

<u>6th Grade</u>				-	<u>7th grade</u>				-	<u>8th grade</u>			
124 mins.	Electives	8:05	10:09		124 mins.	Core 1	8:05	10:09		124 mins.	Core 1	8:05	10:09
60 mins.	A	8:05	9:05										
60 mins.	B	9:09	10:09										
18 mins.	Advisory	10:13	10:31		18 mins.	Advisory	10:13	10:31		18 mins.	Advisory	10:13	10:31
124mins.	Core 1	10:35	12:39		124 mins.	Electives	10:35	1:19					
					60 mins.	A	10:35	11:35		40 mins.	Lunch	10:31	11:11
					40 mins.	Lunch	11:35	12:15		124 mins.	Core 2	11:15	1:19
40 mins.	Lunch	12:39	1:19		60 mins.	B	12:19	1:19					
124 mins.	Core 2	1:23	3:27		124 mins.	Core 2	1:23	3:27		124 mins.	Electives	1:23	3:27
										60 mins.	A	1:23	2:23
										60 mins.	B	2:27	3:27

Friday

<u>6th Grade</u>				-	<u>7th grade</u>				-	<u>8th grade</u>			
74 mins.	Electives	8:05	9:19		74 mins.	Core 1	8:05	9:19		74 mins.	Core 1	8:05	9:19
35 mins.	A	8:05	8:40										
35 mins.	B	8:44	9:19										
12 mins.	Advisory	9:23	9:35		12 mins.	Advisory	9:23	9:35		12 mins.	Advisory	9:23	9:35
	Core 1	9:39	10:53		74 mins.	Electives	9:39	11:33					
74 mins.		9:39	10:53		35 mins.	A	9:39	10:14		40 mins.	Brunch	9:35	10:15
					40 mins.	Brunch	10:14	10:54		74 mins.	Core 2	10:19	11:33
40 mins.	Brunch	10:53	11:33		35 mins.	B	10:58	11:33					
74 mins.	Core 2	11:37	12:51		74 mins.	Core 2	11:37	12:51		74 mins.	Electives	11:37	12:51
										35 mins.	A	11:37	12:12
										35 mins.	B	12:16	12:51

Personalized Learning Plans

In order to ensure that every student is benefiting from the pedagogical practices Aspire - SANTA FE will work with *Personalized Learning Plans (PLP)*. The PLP will provide the teacher, parents and student with a common understanding of the student’s learning style and objectives; all parties may then act based on that understanding. Once each semester the teacher, parent and student will discuss the student’s learning strengths and weaknesses and set goals for the next semester. (See **APPENDIX G**)

SUPPORTING ALL STUDENTS

By working closely with each student and family to develop an appropriate PLP, Aspire-SANTA FE Academy will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. This allows students from low socio-economic status to receive the appropriate interventions, if needed, provided by the school through during school intervention, after school intervention or specialized classroom instruction. The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow Aspire-SANTA FE Academy to help meet the needs of students with disabilities (who will also have Individualized Education Programs (“IEPs”), if required by law), English language learners, students achieving substantially above or below grade level expectation, and other special student populations.

SUPPORT FOR UNDER-PERFORMING STUDENTS

The School will have high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the school-determined acceptable level will be able to participate in the School’s tutoring program either during the school day or after school. In addition, the key elements of our education program (small schools, small class sizes, longer school day and year, Advisory groups, etc.) are designed to meet the needs of under-performing students.

The tutoring program will include classroom teachers, additional hired staff or volunteers working with students in a one-on-one or small group setting. The instruction may be based on a student’s homework, pre-teaching of future lessons, or an off-the-shelf instructional support system such as READ 180 or iPass. Students needing intervention will be determined by the following criteria:

ASSESSMENT	REQUIREMENT FOR INTERVENTION
California Standards Test – Language Arts	Basic, Far Below Basic, Below Basic
California Standards Test – Math	Basic, Far Below Basic, Below Basic
Aspire’s Reading Benchmark	15% below grade level average
Aspire’s Writing Benchmark	15% below grade level average
Aspire’s Math Benchmark	15% below grade level average
Parent Recommendation	Any
Teacher Recommendation	Any

In addition, the key elements of our education program (small schools, small class sizes, longer school day and year, Advisory groups, etc.) are designed to meet the needs of under-performing students.

SUPPORT FOR STUDENTS ACHIEVING ABOVE GRADE LEVEL

Aspire’s instructional program is designed to differentiate instruction for all different levels. For instance, the instruction during language arts allows students to be reading at their instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade

levels higher. This individualized design is particularly effective for gifted students.¹¹ Additionally, the variety of instructional techniques and materials provided in Aspire's program is cited as an important feature by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any gifted students can be accelerated to a higher grade level at the discretion of the parent and principal.

Gifted/Talented Students (GATE): We are committed in engaging in comprehensive strategies for all students enrolled at Aspire - Santa Fe Academy Charter School. If we determine to use the District's GATE identification process and policy and allow Aspire - Santa Fe Academy Charter School student participation in the Saturday Conservatory of Fine Arts, we will reimburse on a Fee for Service.

SUPPORT FOR ENGLISH LEARNERS

Support for English Learners and Standard English Learners

Overview

Aspire - SANTA FE will assure equity in access to rigorous standards-based, college preparatory, curricula for English Learners, Standard English Learners, and other underperforming students. Aspire - SANTA FE defines an equitable educational system as the following:

- Students have the opportunity to receive instruction that will produce high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning will be implemented in a culturally relevant manner;
- Aspire - Santa Fe Academy Charter School will be sensitive to student needs.

Aspire - SANTA FE will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire - SANTA FE will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

Aspire-SANTA FE Academy will administer the home language survey upon a student's initial enrollment into the school (on enrollment forms). Students in the country less than twelve months will be given the Aprenda primary language assessment within 90 calendar days of enrollment to determine the student's primary language proficiency.

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") tested within thirty days of initial enrollment¹² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

¹¹ Gifted Education Program Standards, National Association for Gifted Children.

¹² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

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

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Criteria

Aspire's Director of Research & Evaluation monitors annual CELDT results and recommends students for reclassification if they score Early Advanced or Advanced with no subtest score below Intermediate and scored at the Basic Level or higher on the prior year CELDT. Students in the fourth grade or above scoring at the Beginning or Early Intermediate level are offered additional English language acquisition supports. After receiving the CELDT results each year, Aspire's Home Office will send a list of possible students for redesignation. The principal along with the classroom teacher and parent, when desired, will redesignate students.

The School makes the final decision on whether or not to redesignate a student based on teacher and parent input (i.e. student is able to perform basic level work in the classroom). Parents are notified when a student is designated and the student's records are updated. Once redesignated, Aspire monitors student progress to ensure they are mastering the CA standards for at least two years.

Strategies for English Learner Instruction and Intervention

To meet the needs of English Learners, APS has added a number of bilingual teaching strategies to its core program, including: building on students' culture, language and experience; using dual-language strategies; teaching the second language through content; using graphic organizers; practicing English

cooperative problem-solving groups; allowing community language norms in informal learning situations; and using computers and peer tutors to enhance language. These classroom instructional interventions will assist students in acquiring the grade level curricular content while learning English. Additionally, all teachers will use the English Language Development standards to guide their second language students. Finally, any students not reaching the grade level standards will qualify for the afterschool interventions. A special afterschool class will be created if enough students need the support. Specific strategies include:

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

All teachers will be given professional development in teaching English Language Learners in their appropriate content areas. Additionally, the Sopris West materials for English Language Development, Sopris West Language (a state approved curriculum) will be purchased. The English Language Development Standards have been mapped to Aspire’s Instructional Guidelines. The appropriate instructional strategy for each ELD standard is mapped out below:

Map of English Language Development Standards to Aspire Instructional Guidelines

Listening & Speaking Substrand	Standard – Beginning ELD Level	Strategies
<i>Comprehension</i>	<ul style="list-style-type: none"> • Answer simple questions with one-to-two word responses. • Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g. matching objects, pointing to an answer, drawing pictures) • Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g. single words or phrases) • Use common social greetings and simple repetitive phrases independently (e.g. Thank you, You’re welcome). • Ask and answer questions by using phrases and simple sentences. • Retell stories by using appropriate gestures, expressions and illustrative objects 	<ul style="list-style-type: none"> • Shared Reading • Discussions • Guided Reading <p>Discussions</p>
<i>Organization and Delivery of Oral Communication</i>	<ul style="list-style-type: none"> • Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g. plurals, simple past tense, pronouns 	<ul style="list-style-type: none"> • Guided Reading • Shared Reading

	<p>[he or she]) may be inconsistent.</p> <ul style="list-style-type: none"> Orally communicated basic persona; needs and desires (e.g. May I got to the bathroom?) 	
Listening & Speaking Substrand	Standard – Advanced ELD Level	Strategies
<i>Comprehension</i>	<ul style="list-style-type: none"> Demonstrate understanding of most idiomatic expressions (e.g. Give me a hand) by responding to such expressions and using them appropriately. 	<ul style="list-style-type: none"> Discussion Guided Reading Shared inquiry
<i>Organization and Delivery of Oral Communication</i>	<ul style="list-style-type: none"> Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. 	<ul style="list-style-type: none"> Discussion Guided Reading Literature Circles Read aloud / DRTA Shared inquiry
Reading	Standard – Beginning ELD Level	Strategies
<i>Phonemic Awareness and Decoding and Word Recognition</i>	<ul style="list-style-type: none"> Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language. Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language. 	<ul style="list-style-type: none"> Mini-lesson Word work
<i>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</i>	<ul style="list-style-type: none"> Produce most English phonemes while beginning to read aloud 	<ul style="list-style-type: none"> Read aloud Shared Reading
<i>Vocabulary and Concept Development</i>	<ul style="list-style-type: none"> Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., location, greetings, classroom objects). Demonstrate comprehension of simple vocabulary with an appropriate action. Retell stories by using simple words, phrases and sentences. Recognize simple affixes (e.g., educate, education), prefixes (e.g. dislike, preheat), synonyms (e.g., big, large), and antonyms (e.g., hot, cold). Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize the difference between the use of the first-and-third person points of view in phrases or simple sentences. 	<ul style="list-style-type: none"> Mini-lessons Word work Literacy centers Shared reading Guided reading Word Work Literacy centers Read aloud Guided Reading
Reading	Standard – Intermediate ELD Level	Strategies
<i>Phonemic Awareness and Decoding and</i>	<ul style="list-style-type: none"> Produce English phonemes while reading aloud. 	<ul style="list-style-type: none"> Mini-lesson

<i>Word Recognition</i>	<ul style="list-style-type: none"> • Recognize sound/symbol relationships and basic word formation rules in written text (e.g., basic syllabication rules and phonics). • Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas. 	<ul style="list-style-type: none"> • Word Work • Read aloud • Guided reading • Independent reading
<i>Vocabulary and Concept Development</i>	<ul style="list-style-type: none"> • Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. • Recognize simple antonyms and synonyms (e.g. good, bad, blend, mix) in written text. Expand recognition of them and begin to use appropriately. • Apply knowledge of vocabulary to discussions related to reading tasks. • Read simple vocabulary, phrases, and sentences independently. • Read narrative and expository texts aloud with the correct pacing, intonation and expression. • Use expanded vocabulary and descriptive words in oral and written responses to written texts. • Recognize and understand simple idioms, analogies, and figures of speech in written text. • Recognize that some words have multiple meanings and apply this knowledge to written text. • Recognize the function of connectors in written text (e.g., first, then, after that, finally). 	<ul style="list-style-type: none"> • Mini-lesson • Read aloud • Independent reading • Word work • Guided reading • D.O.L. • Literature circles
Reading	Standard – Advanced ELD Level	Strategies
<i>Phonemic Awareness and Decoding and Word Recognition</i>	<ul style="list-style-type: none"> • Apply knowledge of sound/symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). 	<ul style="list-style-type: none"> • Word work • Guided reading • Mini-lesson centers • Independent reading
<i>Vocabulary and Concept Development</i>	<ul style="list-style-type: none"> • Apply knowledge of academic and social vocabulary while reading independently. • Be able to use a standard dictionary to find the meanings of unfamiliar words. • Interpret the meaning of unknown words by using knowledge gained from previously read text. • Understand idioms, analogies, and metaphors in conversation and written text. 	<ul style="list-style-type: none"> • Word work • Mini-lesson • Independent reading
Reading Comprehension	Standard – Beginning ELD Level	Strategies
<i>Comprehension and Analysis of Grade-Level Appropriate Text</i>	<ul style="list-style-type: none"> • Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing) 	<ul style="list-style-type: none"> • Read aloud/DRTA • Discussion

	<p>to an answer, drawing pictures).</p> <ul style="list-style-type: none"> • Responds orally to stories read aloud, giving one-to-two word responses to factual comprehension questions (who, what, when, where and how). • Understand and follow simple one-step directions for classroom-related activities. 	<ul style="list-style-type: none"> • Shared reading • Guided reading
<i>Structural Features of Informational Materials</i>	<ul style="list-style-type: none"> • Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames. • Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions. 	<ul style="list-style-type: none"> • Guided Reading • Read aloud • Minilessons • Shared reading
Reading Comprehension	Standard – Intermediate ELD Level	Strategies
<i>Comprehension and Analysis of Grade-Level Appropriate Text</i>	<ul style="list-style-type: none"> • Understand and follow simple written directions for classroom-related activities. • Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences. • Read and identify basic text features, such as the title, table of contents, and chapter headings. • Respond to comprehension questions about text by using detailed sentences (e.g., the brown bear lives with his family in the forest). 	<ul style="list-style-type: none"> • Shared reading • Guided reading • Mini-lesson
<i>Structural Features of Information Features</i>	<ul style="list-style-type: none"> • Identify, using key words or phrases, the basic sequence of events in stories read. 	<ul style="list-style-type: none"> • Shared reading • Guided reading • Mini-lesson centers
Reading Comprehension	Standard – Advanced ELD Level	Strategies
<i>Comprehension and Analysis of Grade-Level Appropriate Text</i>	<ul style="list-style-type: none"> • Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships. • Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. • Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice. • Write a brief summary (two or three paragraphs) of a story. 	<ul style="list-style-type: none"> • Guided reading • Mini-lesson • Literature centers
Writing	Standard – Beginning ELD Level	Strategies
<i>Penmanship</i>	<ul style="list-style-type: none"> • Copy the alphabet legibly. • Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). 	<ul style="list-style-type: none"> • Independent writing • Interactive writing centers • Word work • Spelling sentence

<i>Organization and Focus</i>	<ul style="list-style-type: none"> • Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). • Write phrases and simple sentences that follow English symmetrical order. 	<ul style="list-style-type: none"> • Independent writing • Interactive writing centers
Writing	Standard – Intermediate ELD Level	Strategies
<i>Organization and Focus</i>	<ul style="list-style-type: none"> • Follow a model given by the teacher to independently write a short paragraph of at least four sentences. 	<ul style="list-style-type: none"> • Spelling paragraphs • Minilessons • Independent writing • Mini-lesson
<i>Organization, Focus and Penmanship</i>	<ul style="list-style-type: none"> • Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science). 	<ul style="list-style-type: none"> • Spelling paragraphs • Independent writing • Interactive writing
<i>Organization and Focus</i>	<ul style="list-style-type: none"> • Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. • Write simple sentences about an event or a character from a written text. • Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. 	<ul style="list-style-type: none"> • Spelling paragraphs • D.O.L. • Independent writing • Mini-lesson
Writing	Standard – Advanced ELD Level	Strategies
<i>Organization and Focus</i>	<ul style="list-style-type: none"> • Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. • Write a multiparagraph essay with consistent use of standard grammatical forms. 	<ul style="list-style-type: none"> • Spelling paragraph • Independent writing • Mini-lessons
<i>Capitalization</i>	<ul style="list-style-type: none"> • Use capitalization when writing one’s own name. • Use capitalization at the beginning of a sentence and for proper nouns. 	<ul style="list-style-type: none"> • DOL • Spelling paragraph • Independent writing
<i>Punctuation</i>	<ul style="list-style-type: none"> • Use period at the end of a sentence and a question mark at the end of a question. 	<ul style="list-style-type: none"> • DOL • Spelling paragraph • Independent writing
<i>Capitalization, Punctuation and Spelling</i>	<ul style="list-style-type: none"> • Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling. • Produce independent writing with consistent use of capitalization, punctuation, and correct spelling. 	<ul style="list-style-type: none"> • Word work • DOL • Spelling paragraph • Independent writing

These classroom instructional interventions will assist students in acquiring the grade level curricular content while learning English. Additionally, all teachers will use the English Language Development standards to guide their second language students. Finally, any students not reaching the grade level standards will qualify for the after school interventions. A special after school class will be created if enough students need the support.

Ongoing Monitoring and Assessment of ELLs

The School's use of achievement data will also drive the instruction and professional development as it relates to English Language Learners. The school will analyze the achievement data by this subgroup, continue to assess the students through the Cycle of Inquiry (i.e., ongoing, embedded assessment) and Aspire's internal benchmark assessments. Finally, the results from the California Standards Test will be reviewed with the School's Advisory Committee. At this meeting and possibly subsequent ones, parents will have input into the English Learner Master Plan for supporting English Language Learners. If appropriate, an English Language Action Committee will be formed.

SUPPORT FOR SPECIAL EDUCATION STUDENTS

Aspire supports all special education students in compliance with state and federal laws. No student will be denied admission to Aspire-Pacific College Preparatory Academy because he or she is in need of special education services.

SPECIAL EDUCATION PROGRAM

Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special education local plan area that includes the charter school.

- California Education Code Section 47642

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a Memorandum of Understanding ("MOU") by and between the LAUSD and the charter school (if considered a Local Educational Agency ("LEA")) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the MCD requirements. A material amendment to the petition and Board approval will be required unless the issue is addressed at the time of charter petition renewal.

Prior to Los Angeles Unified School District ("LAUSD") Governing Board approval, Aspire-Santa Fe Academy Charter School will either execute a Memorandum of Understanding ("MOU") by and between the Los Angeles Unified School District ("LAUSD") and Aspire-Santa Fe Academy Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD's MCD requirements.

Modified Consent Decree Requirements

All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District's Special Education Policies and

Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most Charter Schools are not currently utilizing the District’s current SIS, the MCD requires all Charter Schools to implement the use of ISIS once it is developed.

DESCRIPTION OF THE APS CURRICULUM AND INSTRUCTIONAL DESIGN

The curriculum at Aspire - SANTA FE will both develop a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students. Aspire - SANTA FE’s educational program emphasizes interdisciplinary thinking across subject areas.

Aspire implements effective curriculum packages created by other parties, complementary to the Aspire system, and aligned to the California state standards. The curriculum is chosen through a collaborative process with instructional coaches, parents, teachers and principals. The final decision is made by the Chief Academic Officer.

- *Core Academic Coursework:* Students will be expected to demonstrate mastery in the four core subject areas: language arts, social sciences, mathematics and sciences.
- *Language Arts/Humanities :* To help students develop strong literacy skills, Aspire uses a comprehensive language arts curriculum based on meeting students’ personal reading and writing needs through individual and small group instruction. The Language Arts curriculum uses primary texts drawn from the California Department of Education’s Recommended Literature list; these texts are used in standards-aligned units found in Aspire’s pacing guides. Aspire integrates the Language Arts and Social Studies standards in its Humanities program.

Pacing Charts are in **APPENDIX K**

- *Mathematics:* The math curriculum is based on the California state standards for mathematics. Currently, Aspire - SANTA FE uses the Harcourt Brace mathematics program. This curriculum

sets expectations high, uses real life problems to create learning opportunities, and uses information technology extensively. The Mathematics Instructional Guidelines give teachers the necessary guidance for implementing the program.

For **Mathematics Pacing Guides** see **APPENDIX K**

- *Science:* The Aspire program integrates science and social studies in thematic units. The units emphasize investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focus on application of the scientific method to everyday life. The content is aligned with the California State Framework. Additionally, Aspire uses the Full Option Science System for science resources.
For **Science Pacing Guides** see **APPENDIX K**
- *Social Studies:* The social studies content at Aspire, integrated into language arts, is designed to help students make sense of their everyday life in the midst of complex social, economic and political forces. The curriculum helps students become historically literate (including culture, geography, politics, economics, and ethics) and active, informed citizens (including U.S. policy and effective research techniques). The School will use Pearson Scott Foresman’s History/Social Science For California textbook.
- *Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student’s development. To inspire students, to help ideas come to life by using multiple intelligences, and to ensure cultural literacy, the arts are integrated into the thematic units of each class.
- *Life Skills:* To be successful in the real world, students need to be able to work effectively together, listen to each other, make good decisions and lead respectfully. Aspire incorporates these “life skills” throughout the curriculum. Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate.
- *Other subjects:* Health instruction is primarily addressed through science units. Physical education and music are integrated into the units with the assistance of additional teachers.
- *Bilingual education:* Aspire may establish bilingual education programs based on the needs of its student population and the availability of qualified teachers.
- *English Language Development and Second Language Development:* The School intends to offer Spanish as its initial foreign language offering for students. Supports will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Most of the English Language Development standards focus on language arts. Students in other content areas also need specialized instruction to support their learning. The Aspire math, humanities and science instructional guidelines include these specialized teaching strategies. Techniques from Guided Language Acquisition Design (GLAD), Specially Designed Academic Instruction in English (SDAIE) and Total Physical Response (TPR) are three key sources for specific strategies (see the Map of ELD Standards to Aspire Instruction Guidelines for Humanities).
- *Study Skills:* Students will be expected to learn how to be effective learners, including accessing information, taking notes, conducting research, taking tests, participating in class discussions, and evaluating what they know and need to learn.

- *Technology:* Students will be expected to develop technological proficiency in the areas of word processing, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life.
- *Physical Education:* Students will be expected to develop their physical abilities and fitness. Opportunities for sports will be sought and provided at the school, through connections within the community, and in collaboration with other schools. The school will offer physical education courses and programs that comply with California Education Code with respect to charter schools . Students in high school will meet the state-mandated graduation requirement of two years of physical education. The school will administer the mandated physical fitness tests.
- *Arts:* The arts will be embedded in the core curriculum. Additional opportunities to develop individual interests and performance opportunities will be provided through connections within the community and in collaboration with other schools.
- *Portfolio and Exhibition Requirement:* Students will be expected to demonstrate mastery through portfolios (a collection of student work) in the four core subject areas and in selected elective courses. These portfolios may include research papers, scientific experiments, essays and other products of students' inquiries. They may also include tests, teacher or employer/internship evaluations, or other assessments of student work. Students will also be expected to present and defend a number of their portfolios before a panel of judges including teachers and outside assessors.

GRADES 6-8 - Curriculum Resources

	English	Social Studies	Math	Science	Second Language
6 th Grade	Seedfolks; Odyssey; Book of Greek Mythology; House on Mango Street; Julius Caesar; WriteSource	Teachers Curriculum Institute: Ancient World, History Alive Literature Circle selections on Egypt, India, Greece, Mesopotamia; primary documents	College Preparatory Mathematics: Foundations for Algebra Year 1	Holt Science & Technology, Integrated Science	N/A
7 th Grade	The Giver; The Canterbury Tales; Literature Circle selections on Medieval Times; WriteSource	Teachers Curriculum Institute: The Medieval World; primary documents	College Preparatory Mathematics: Foundations for Algebra Year 2	Holt Science & Technology, Integrated Science	N/A
8 th Grade	Gathering Blue; My Brother Sam is Dead; Famous American Poems; Roll of Thunder, Hear Me Cry; WriteSource	Teachers Curriculum Institute: The United States Through Industrialism, Manifest Destiny Famous American Speeches; primary documents	College Preparatory Mathematics Math 1: Algebra	Holt Science & Technology, Integrated Science	N/A

Implementation of the Instructional Program

The core elements of the instructional program will begin in Year One. The sequencing of the units and standards may vary slightly as Aspire - SANTA FE establishes its culture, rituals and habits of mind. The afterschool program will begin in the first year. The elements of the instructional program will get better as the school develops, but all aspects of the instructional program will begin when the school opens.

Aspire – Santa Fe Academy Charter School assures that if awarded a PSC school it will abide by the conditions and requirement of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education program using the LAUSD Special Education Policies and Procedures Manual, and the annual completion and submission of the School Self Review Checklist” for programs serving students with disabilities.

Aspire- SANTA FE further agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.

Additionally, Aspire-SANTA FE agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent; 2) access to records; 3) confidentiality; and 4) due process procedures. Aspire-SANTA FE will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint procedures (Title 5, CCR 4600-4671.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

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.

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

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

- A. Basic Skills:** Students will master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.
- B. Thinking Skills:** Students will apply classroom learning to real world experiences or problems in a relevant and valuable way, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).

C. Life Skills: Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.¹³

These student exit outcomes will be further subdivided into specific standards at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the California state content and performance standards.

Each grade level has specific assessments, projects and targets to measure student achievement. The tools listed below provide valuable assessment data that informs instruction, the school’s program and the needs for professional development.

“Aspire - Santa Fe Academy Charter School will track the same information presented in the LAUSD School Report Cards.”

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

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal - % of students
Language Arts	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (6-8)	2x a year	6th – Level 60 7th – Level 70 8th – Level 80	12-13 60% (average of all grades) 13-14 65% (average of all grades) 14-15 70% (average of all grades) 15-16 75% (average of all grades) 16-17 80% (average of all grades)
		Aspire’s standards-based reading assessment (6-8)	3x a year	90% correct	12-13 50% (average of all grades) 13 -14 60% (average of all grades) 14- 15 65% (average of all grades) 15-16 70% (average of all grades) 16 -17 75% (average of all grades)
		Aspire’s standards-based multiple choice writing assessment (6-8)	3x a year	90% correct	12 -13 50% (average of all grades) 13 -14 60% (average of all grades) 14 -15 65% (average of all grades) 15 – 16 70% (average of all grades) 16 – 17 75% (average of all grades)

¹³ Based on important workplace skills as determined by the U.S. Department of Labor Secretary’s Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance*. April, 1992.

		Aspire's standards-based writing assessment (6-8)	2x a year	3 out of a 4 point rubric	12 -13 50% (average of all grades) 13 -14 60% (average of all grades) 14 -15 65% (average of all grades) 15 – 16 70% (average of all grades) 16 – 17 75% (average of all grades)
		California Standards Test (6-8)	Once a year	Proficiency	12 -13 30% (average of all grades) 13 – 14 40% (average of all grades) 14 – 15 50% (average of all grades) 15 – 16 55% (average of all grades) 16 – 17 60% (average of all grades)
		Report Card	4x a year	3.0 GPA	12 -13 65% (average of all grades) 13 -14 70% (average of all grades) 14 -15 75% (average of all grades) 15 –16 80% (average of all grades) 16 –17 80% (average of all grades)
Math	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	Aspire's standards-based math assessment (6th – Algebra 2)	3x a year	90% correct	12 -13 50% (average of all grades) 13 -14 60% (average of all grades) 14 -15 65% (average of all grades) 15 –16 70% (average of all grades) 16 –17 75% (average of all grades)
		Math Assessment Collaborative problem solving assessment (6th - Geometry)	Once a year	Proficient as determined by Math Assessment Collaborative	12-13 60% (average of all grades) 13-14 70% (average of all grades) 14-15 75% (average of all grades) 15-16 80% (average of all grades) 16-17 85% (average of all grades)
		Report card (6-8)	4x a year	3.0 GPA	12-13 65% (average of all grades) 13-14 70% (average of all grades) 14-15 75% (average of all grades) 15-16 80% (average of all grades) 16-17 80% (average of all grades)
		California Standards Test (6-8)	Once a year	Proficiency	12-13 30% (average of all grades) 13-14 40% (average of all grades) 14-15 50% (average of all grades) 15-16 55% (average of all grades)

					grades) 16-17 60% (average of all grades)
Science	Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.	Project-based assessments (see science scope and sequence) (6-8)	One per unit	Mastery based on unit specific rubric/passing score on test	08-09 75% (average of all grades) 09-10 80% (average of all grades) 10-11 85% (average of all grades) 11-12 90% (average of all grades) 12-13 90% (average of all grades)
		Report Card	4x a year	3.0 GPA	12-13 65% (average of all grades) 13-14 70% (average of all grades) 14-15 75% (average of all grades) 15-16 80% (average of all grades) 16-17 80% (average of all grades)
		California Standards Test (8th Grade, subject specific)	Once a year	Proficiency	12-13 40% (average of all grades) 13-14 50% (average of all grades) 14-15 55% (average of all grades) 15-16 60% (average of all grades) 16-17 65% (average of all grades)
Social Science	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	End of Unit Assessments (see Humanities units)	One per unit	Mastery based on unit specific rubric/assessment test	12-13 75% (average of all grades) 13-14 80% (average of all grades) 14-15 85% (average of all grades) 15-16 90% (average of all grades) 16-17 90% (average of all grades)
		California Standards Test (6-8)	Once a year	Proficiency	12-13 20% (average of all grades) 13-14 30% (average of all grades) 14-15 40% (average of all grades) 15-16 50% (average of all grades) 16-17 60% (average of all grades)
		Report Card	4x a year	3.0 GPA	12-13 65% (average of all grades) 13-14 70% (average of all grades) 14-15 75% (average of all grades) 15-16 80% (average of all grades) 16-17 80% (average of all grades)

Life Skills	Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.	Attendance rate	Monthly	95% attendance	12-13 95%	13-14 95%	14-15 95%	15-16 95%	16-17 95%
		Students participating in co/extra-curricular activities	Annually	95% of the school is involved	12-13 75%	13-14 80%	14-15 85%	11-12 90%	12-13 95%

In order to best serve our students and community, Aspire - SANTA FE will continue to examine and refine its list of student outcomes over time to reflect Aspire - SANTA FE’s mission and any changes to state or local standards.

Aspire determines Academic Performance Index goals based on each school reaching an 8 in Similar Schools in four years. Once this goal is reached, every school sets a target of 800. After this is met, specific goals are created based on Aspire - SANTA FE’s data. The goals for Aspire- SANTA FE are listed below. Additionally, Aspire - SANTA FE has set Adequate Yearly Progress goals which meet or exceed the federal and state standards. Overall, Aspire - SANTA FE holds a target that every student score Proficient or Advanced Proficient on the California State Test in every subject.

	2012-2013	2013-2014	2014-2015	2015-2016
API	685	750	775	790
AYP – ELA	40.4 %	46.5 %	52.3 %	57.5 %
AYP-Math	52.5 %	57.1 %	62.2 %	70 %

Benchmarks to be met

The achievement of Aspire - SANTA FE will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics. The criteria for selecting the comparison schools are:

I. Comparison Schools

In gauging the success of Aspire - SANTA FE during the renewal term, a group of comparison district schools will be selected that meet the following criteria. The District will identify the comparison schools and will inform Aspire - SANTA FE of the names of the schools and the specific data used to identify them.

The analysis of Aspire - SANTA FE’s academic performance will include a comparison of the academic achievement of the charter school’s students to the academic achievement of two sets of comparison District schools:

1. The residence schools the charter school students would have otherwise attended (“Resident Schools”); and
2. District schools of similar demographic characteristics (“Demographically Similar Schools”).

“Resident Schools” will be selected by using Aspire - SANTA FE students’ home addresses to identify the District schools they otherwise would have attended. The District schools most represented at Aspire - SANTA FE will be chosen as comparison “resident schools.”

“Demographically Similar Schools” will be selected by using a modified version of the formula utilized by the state for creating its similar schools list.

II. Primary Growth Measures

Growth in student achievement is the primary measure that will be used to determine whether Aspire - SANTA FE has been an academic success in its renewal period. The growth of Aspire - SANTA FE will be measured annually against the growth of the comparison schools. At the time of renewal, if Aspire - SANTA FE has met all of the following benchmarks either in the previous year or in two of the previous three years, Aspire - SANTA FE will be considered an academic success:

1. Aspire - SANTA FE’s “value added” for English Language Arts is greater than the median value added for the comparison schools (prepared annually by PERB.)
2. Aspire - SANTA FE’s “value added” for Math is greater than the median value added for the comparison schools. (Prepared annually by PERB)
3. Aspire - SANTA FE’s API growth is 1.25 times the median growth of the comparison schools.
4. Aspire - SANTA FE’s API growth for all subgroups is 1.25 times the median growth of the comparison schools.
5. The decrease in percentage points of Aspire - SANTA FE students scoring Below Basic & Far Below Basic on the CST for ELA is 1.25 times the median decrease for the comparison schools.
6. The decrease in percentage points of Aspire - SANTA FE students scoring Below Basic & Far Below Basic on the CST for Math is 1.25 times the median decrease for the comparison schools.
7. The increase in percentage points of Aspire - SANTA FE students scoring Advanced & Proficient on the CST for ELA is 1.25 times the median increase for the comparison schools.
8. The increase in percentage points of Aspire - SANTA FE students scoring Advanced & Proficient on the CST for Math is 1.25 times the median increase for the comparison schools.
9. The increase in percentage points of Aspire - SANTA FE students scoring Early Advanced & Advanced on the CELDT is 1.25 times the median increase for the comparison schools.

III. Other Measures

If Aspire - SANTA FE fails to meet the primary growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

1. Aspire - SANTA FE’s API score at the time of renewal is greater than the median API score for the comparison schools.
2. The percentage of Aspire - SANTA FE students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
3. The percentage of Aspire - SANTA FE students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison school
4. The percentage of Aspire - SANTA FE students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
5. The percentage of Aspire - SANTA FE students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
6. The percentage of Aspire - SANTA FE ELL students redesignated to English proficiency is greater than the median for comparison schools.
7. Aspire - SANTA FE has met its AYP goals and is not in Program Improvement

IV. Annual Self-Study

Applying the measures in II and III above, Aspire - SANTA FE will submit to the LAUSD Charter Schools Division an annual progress report. The district will identify the comparison schools, provide the names and specific data by which they were selected. LAUSD PERB will prepare annual report on “value added” benchmark. The Charter Schools Division will review the progress report and provide comments to the charter school within 60 days.

IV. Board Discretion

At the time of renewal, the Charter Schools Division will present an analysis of its findings with respect to II and III above, with a recommendation for action. The determination of whether Aspire - SANTA FE will be renewed will be based upon the requirements of the Education Code and is within the purview of the Board determination.

Accountability Matrix

Indicator	Current Data 10-11 GAGE MS	Current Data 10-11 EDISON MS	Current Data 10-11 DREW MS	ASPIRE - SANTA FE 2011-12 School Goal	2011-12 State and/or Federal Goal (if applicable)
API	645	604	556	685	
Average Daily Attendance	95.83	95.27	94.41	96 %	
Reclassification Rate	10.81 %	19.38%	11.64 %	18 %	
CST ELA <i>(Averages of Proficient & Advanced, Grades 6, 7, 8)</i>	36.2 %	37 %	37.8 %	40.4 %	
- English Learners	24.1 %	23.2 %	18.1 %	39.2 %	
- Special Education					
- African-American	33.3 %	31.3 %	34.7 %	0 %	
- Latino	36.8 %	40.9 %	38.7 %	40.3 %	
- Other sub-groups as applicable					
CST Math <i>(Averages of Proficient & Advanced, Grades 6, 7, 8)</i>	54 %	49.9 %	53.6 %	52.5 %	
- English Learners	44.5 %	38.1 %	41.0 %	49.1 %	
- Special Education					
- African-American	37.5 %	32.8 %	36.0 %	0 %	
- Latino	56.8 %	51.6 %	57.6 %	55.3 %	
- Other sub-groups as applicable					

ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

The method by which pupil progress in meeting those pupil outcomes is to be measured.

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

Aspire - SANTA FE's academic program is standards-based and data driven. The California state content and performance standards and multiple sources of data form the basis of the School's teachings. Performance assessments will be evaluated with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive Aspire - SANTA FE's educational program.

Accountability for student growth is held at every level: classroom, school, and Aspirewide. Aspire's home office provides extensive data analysis around the California Standards Tests, the CELDT, the CAT6 and the CAHSEE. This analysis includes suggested students to target, strand weaknesses and strengths, classroom growth, progress on the goals of No Child Left Behind and school wide challenges. The principal, teachers, instructional and Regional Vice President are all responsible for creating a plan for increased achievement, implementing it, measuring progress and ultimately improved student learning. Aspire will administer all applicable state mandated assessments such as STAR, CELDT and the CAHSEE.

The student data is also used to inform professional development for the organization, the school or the teacher. Every year Aspire's Director of Evaluation and Assessment does an analysis of the weakest strands on the California Standards Test for each teacher, grade level, school and the whole organization. Regional professional development is directly based on the region's results. Schoolwide professional development is based on the school's results. Individual teachers often receive personalized coaching or outside training on instruction based on this data. As the results on the assessments change, so may the professional development.

Interim assessments are given every two to three weeks based on the standards in Aspire - SANTA FE's pacing chart. Pre and post assessment results are analyzed at a grade level team meeting. Instructional strategies for reteaching are identified and implemented. This Cycle of Inquiry happens all year to provide evidence of improved pupil learning. A standards-based report card is provided to parents as a way to share progress on these standards.

Additionally, Aspire conducts an annual parent, teammate and student survey. These surveys are coordinated and tabulated by a third party. The results are used to determine actions for individual teachers, school, regions and all of Aspire. These goals are short term and long term.

Parents are informed about both their individual student and the school's achievement progress. On an individual basis, parents attend student-led conferences twice a year. At this time they find about the progress of their student in all areas – academic, socially and emotionally. They also can ask questions about any of the assessments and their student's scores. They also receive standards-based report cards three times a year. On a school wide basis, the Advisory School Council will review the student achievement data at least once a year to provide insight, advice and recommendations for the school to the principal. This may include an area to focus on school wide, resources to be deployed, or professional development opportunities.

Testing

If the charter school does not test (i.e., STAR, CELDT, CAHSEE) with the District, the charter school hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the charter school.

“Aspire - Santa Fe Academy Charter School's performance will be evaluated pursuant to the requirements of the Public School Choice Resolution.”

ELEMENT 4: GOVERNANCE STRUCTURE OF SCHOOL

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

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

Governance of Aspire Public Schools

Aspire - SANTA FE will be owned and operated by Aspire Public Schools, a California public benefit corporation recognized by the IRS as a tax-exempt 501c3 organization. Aspire Public Schools is the umbrella organization for all the Aspire school sites and campuses statewide. Aspire – Santa Fe Academy Charter School will be one of the schools under that umbrella organization. The Aspire Board of Directors ("Board of Directors") consists of a maximum of 11 regular directors plus one seat for every chartering district. The Board of Directors is responsible for ensuring the financial viability of Aspire Public Schools, advancing the organization's mission, hiring, firing and evaluation of the CEO, serving as an advisory body to the executive team and certain obligations to review, attest and approve various documents and assurances. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools, including Aspire- Santa Fe Academy. For example, the Board of Directors and its Executive Committee sets policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. The Board of Directors also participates in raising funds and increasing public awareness of Aspire's work. The Chief Academic Officer of Aspire Public Schools plays the central leadership role for all decisions concerning curriculum and instruction.

Although Aspire is organized as a single 501c3 with a single Board of Directors, Aspire - SANTA FE will have an Advisory School Council (ASC) with decision-making authority over site-based decisions. The Council:

- ⊕ acts as an initial discipline review board;
- ⊕ addresses school safety issues;
- ⊕ reviews parental concerns;
- ⊕ determines budget priorities; and
- ⊕ sets policies that are unique to the school.

The ASC consists of the principal, two teachers, two parents, one member of the chartering district's Board, and one community member at large. The principal is responsible for communicating all ASC policy decisions to the Aspire Board of Directors. An Ombudsman serves as an objective, third party resource for parents or community members who wish to express a grievance to the Aspire organization about a particular charter school. Each Aspire charter chooses its Ombudsman, a respected community leader from each school's local community. The Ombudsman uses his/her discretion to ameliorate specific parental concerns, and may choose to discuss the problem with the Aspire Board of Directors in serious cases.

Curriculum and instruction are constantly updated with current research and modified by teachers and staff of the Home office under the direction of the Chief Academic Officer. The final decisions concerning curriculum and instruction with major revisions needs to be ratified by the Governing Board.

The ASC meets regularly with the principal of each site. All curriculum and instruction updates are presented in a monthly update to the council and in writing. During the meeting the principal will ask for input

and ideas concerning curriculum. These ideas will always be reviewed and sometimes incorporated into the program. Final major decisions would still go to the Governing Board.

The Board of Directors initiates and carries on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board of Directors executes any powers delegated by law to it and shall discharge any duty imposed by upon it and delegate to an employee of Aspire - SANTA FE any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board of Directors however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any condition on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of the Board of Directors.

Aspire is governed by the Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. Aspire will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. At a minimum, the full Aspire Board of Directors holds an annual meeting on June 1 at 9:00 AM, unless such a day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day. The Aspire Board of Directors also meets more frequently. Regular board meetings are once a month. The meeting schedule can be found on the Aspire website, <http://www.aspirepublicschools.org>. The meetings are all held at the Aspire Home Office unless otherwise notified and in compliance with the Brown Act.

Article 4, Section 7 of the Bylaws provides that any meeting, regular or special, may be held by telephone conference or similar communications equipment. In accordance with the Brown Act, the Aspire Board of Directors may conduct teleconference meetings in connection with any meeting within the subject matter jurisdiction of the Board if the following conditions are met:

- Agendas must be posted at all teleconference locations.
- Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding.
- Each teleconference location shall be accessible to the public from locations within the boundaries of the territory over which the Board exercises jurisdiction.

The Board will abide by these listed conditions.

The Aspire Board of Directors ("Board of Directors") consists of a maximum of 11 regular directors plus one seat for every sponsoring district. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools, including Aspire - Santa Fe Academy. For example, the Board of Directors and its Executive Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Board of Directors may also participate in raising funds and increasing public awareness of Aspire's work.

Aspire is governed by the Board of Directors in accordance with California’s Charter Schools Act and the Nonprofit Public Benefit Corporation Law. Aspire will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. The full Aspire Board of Directors holds meetings quarterly for three hours unless otherwise indicated. The meetings are all held at the Aspire Home Office unless otherwise notified.

Article 4, Section 7 of the Bylaws provides that any meeting, regular or special, may be held by telephone conference or similar communications equipment. The Brown Act authorizes teleconference meetings in connection with any meeting within the subject matter jurisdiction of the Board if the following conditions are met:

- Agendas must be posted at all teleconference locations.
- Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding.
- Each teleconference location shall be accessible to the public from locations within the boundaries of the territory over which the Board exercises jurisdiction.

The Board will abide by these listed conditions.

There are additional board committees that meet monthly. They include:

- Executive
- Finance
- Governance

The Executive Committee includes 5 -7 Directors and meets monthly and acts on behalf of the Board in between full Board meetings. The Finance committee has 4 – 6 members, includes CFO and COO and meets quarterly, plus additional meetings as needed. This committee reviews financials in detail; approves and provides guidance to staff on financing opportunities, capital structure and reports to the Executive Committee or Board. The governance committee includes 2-3 members and meets quarterly. This committee reviews Board membership and structure; makes recommendations for additional members and revisions to structure or responsibilities.

The Board of Directors’ meeting agenda and materials are distributed via email 72 hours in advance, in accordance with Brown Act requirements. Meeting agendas will also be posted at all Aspire schools 72 hours in advance, in accordance with Brown Act requirements. To RSVP for meetings, request hard copies of documents, or for any other questions, the contact person is Monica Ruiz, by phone at 510-434-5000 x 5014 or by email at monica.ruiz@aspirepublicschools.org. Monica creates the records of all meetings.

The officers are Chairman, Vice Chairman, Secretary and Treasurer.

The process for membership on the Board of Directors includes identification by a current Director or interested Director applying and a nomination process. This is followed by an interview/screening by 2 -3 Executive Committee members. The candidates meet with key staff and then there is a vote at a full Board of Directors Meeting.

The organizational chart for the entire Aspire organization is included in **APPENDIX H**

Governance Structure of the School

Aspire-Santa Fe will be an independent charter school governed by the Aspire Board of Directors. The current Aspire Board of Directors are listed in **APPENDIX A** and Aspire’s Articles of Incorporation are attached, following the 16 Elements, in TAB 6b. As provided by California’s Charter School Act, the governing board of the District shall be entitled to one representative on the Aspire Board of Directors.

Aspire - SANTA FE shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

Aspire complies with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary.

The Aspire Board of Directors meetings as well as the Board Committee meetings will be in compliance with the Brown Act.

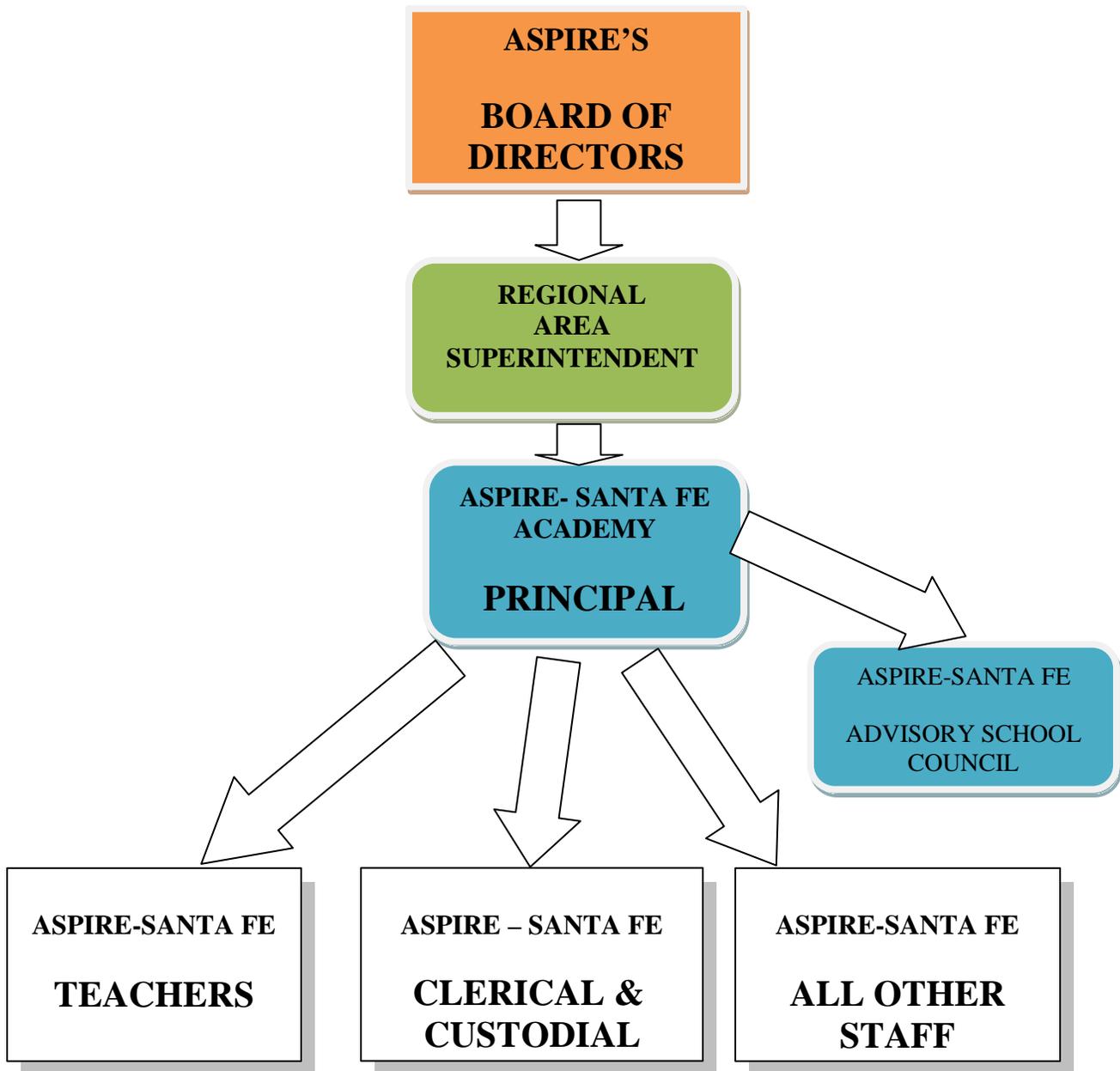
Members of Aspire - SANTA FE’s executive board; any administrators, managers or employees, and any other committees of Aspire - SANTA FE shall comply with federal and state laws, nonprofit integrity standards and LAUSD Charter School policies and regulations regarding ethics and conflicts of interest.

Aspire - SANTA FE and/or its parent non-profit corporation will be solely responsible for the debts and obligations of the charter school.

Any amendments to the bylaws of a “Aspire that affect or impact Aspire - SANTA FE’s operations, must be approved through the District’s petition amendment process.

*The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Below is the organizational chart for the Aspire - Santa Fe Academy’s staff:



Addressing Parent Concerns and Complaints

Aspire - SANTA FE is committed to working with parents to address parental concerns and complaints. Parents will be encouraged to share their ideas and concerns with the Aspire - SANTA FE and Aspire throughout the school year. In addition, an Ombudsman will serve as an objective, third party resource for parents or community members who wish to express a grievance to Aspire about the School. The Ombudsman, a respected community leader from the School's local community, will use his/her discretion to ameliorate specific parental concerns and may choose to discuss the problem with Aspire's

Board of Directors in serious cases. Also, Aspire has established a formal complaint process to address any parent complaints about the employees or employment practices of the organization. Aspire's Uniform Complaint Procedures and Community Complaint Form are attached as **APPENDIX B**. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination/Anti-Harassment Policy and Complaint Procedure, which are attached as **APPENDIX C**.

Grievance Procedure for Parents and Students

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

Aspire - SANTA FE will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Aspire - SANTA FE will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy

Aspire - SANTA FE will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries

Aspire - SANTA FE shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

Notifications

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Aspire - SANTA FE.

Audit and Inspection of Records

Aspire - SANTA FE agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Aspire - SANTA FE is subject to District oversight
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of Aspire - SANTA FE.
- The District is authorized to revoke this charter for, among other reasons, the failure of Aspire - SANTA FE to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit School books, records, data, processes and procedures through the District Office of the Inspector General 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Aspire - SANTA FE shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days notice to the School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notices.

In addition, if an allegation of waste, fraud or abuse related to Aspire - SANTA FE operations is received by the District, Aspire - SANTA FE shall be expected to cooperate with an investigation undertaken by the Office of the Inspector General, Investigations Unit.

Parent and Community Involvement

Aspire - SANTA FE encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, Aspire - SANTA FE plans to give local control to an Advisory School Council ("ASC"), consisting of parent and school representatives. Each school's ASC will participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to Aspire - SANTA FE, provide input into the educational program, discipline policy and participate in reviewing parental and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and parents. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition panels – parents may sit on panels to judge student work
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at Aspire - SANTA FE
- Student-led conferences – students will lead conferences on their work during the year to keep parents informed
- Volunteer opportunities at Aspire - SANTA FE – various opportunities will arise for parents to volunteer at Aspire - SANTA FE. For example, parents will have the opportunity to help in classrooms, lead extra-curricular activities, assist in event planning, attend study trips and serve on parent committees
- Fundraising – parents and community members may work with Aspire - SANTA FE to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school designs and attend numerous job fairs across the state. In Los Angeles, Aspire has recently signed a memo of Understanding with Teach for America for recruitment for the Los Angeles schools. Additionally, the Aspire website and Ed Join are used to recruit teachers

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

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

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire - SANTA FE will conduct background checks on employee candidates to provide for the health and safety of Aspire - SANTA FE's faculty, staff, and pupils and the academic success of the pupils. Employees will meet specific qualifications for employment as outlined in their job descriptions. Aspire - SANTA FE strives to employ instructional staff in the CORE subject areas of the Charter School that are considered "Highly Qualified" as outlined in No Child Left Behind, including any amendments made to this statute through reauthorization.

The selection procedures shall not discriminate on the basis of race, sex, religion, color, national origin, ancestry, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, marital status, age (40 and above), sexual orientation or any other basis protected by federal, state, or local law or ordinance or regulation.

Aspire Public Schools utilizes numerous strategies for recruitment. Aspire - SANTA FE will utilize all of them. The Director of Recruitment develops a comprehensive plan for recruitment for all the schools in Aspire Public School. The plan addresses the needs of all three regions: Bay Area, Central Valley and Los Angeles. Members of the Human Resource Department of Aspire, as well as, principals and Area Superintendents attend numerous Job fairs across the state. In Los Angeles, Aspire has recently signed a Memo of Understanding with Teach for America for recruitment for the Los Angeles schools. Additionally, the Aspire website and Ed Join are used to recruit teachers electronically.

Working conditions and staff calendars are established as a region with the Area Superintendent and Principals, and approved by Human Resources. Staff calendars are published before school starts. Salaries are competitive with local school districts and are determined by Human Resources and the site Principal, based on the qualifications of the candidate. Salaries are reviewed annually by Human Resources to ensure internal consistency and external markets. Benefits are established by Human Resources and Open Enrollment is held each December, with new benefit selections starting each January.

Aspire - Santa Fe Academy Charter School will hire all staff to begin work on July 1, 2012. Teachers will be interviewed from a pool of candidates from Human Resources of the home office in Oakland, as well as Teach for America candidates that will be sent to Aspire - SANTA FE via the Area Superintendent.. A principal has already been selected to lead Aspire - SANTA FE and will be a main player in the interview and demonstration process. Teachers also come directly to Aspire through their website and word of mouth.

All employees at Aspire - SANTA FE will meet requirements for employment set forth in applicable law. Teachers at Aspire - SANTA FE will be NCLB highly qualified. These credentials will be monitored by the principal of Aspire - SANTA FE, as well as Aspire’s home office. All credentials are confirmed before a new hire receives an offer letter. Our credential analyst monitors all credentials and contacts teachers to remind them of renewals, or when an issue is found. If a credential lapses and cannot be immediately rectified, the teacher is removed from the position until the issue is resolved.

No employee will be required to work Aspire - SANTA FE. All salaries will be determined based on skills and experience in the position. Benefits will be offered to eligible employees.

Office Manager Salary	\$ 17.00 per hour
Office Assistant Salary	\$ 15.00 per hour
Campus Personnel Salary ...	\$ 11.00 per hour
Beginning Teacher Salary...	\$ 44,000 yearly
Mid-range Teacher Salary...	\$ 50,000 yearly
Highest Teacher Salary	\$ 60,000 yearly
Average Principal Salary (Elementary)	\$ 95,000 yearly

CORE HEALTH BENEFITS (Medical, Dental, Vision Coverage)

Aspire pays 100% of the core benefit costs for benefit eligible team members and up to 95% of the cost for dependent/family coverage. Core benefits are defined as medical, dental and vision. There is also a Cash Back option of up to \$1,800 annually (\$75 per pay period) for team members who waive core benefits.

ADDITIONAL ASPIRE BENEFITS

Tuition Reimbursement. Aspire supports team members who wish to continue their education to secure increased responsibility and growth within their professional careers. In keeping with this philosophy, Aspire will reimburse regular, full-time team members for related courses that offer growth in an area related to his or her current position and career development or outstanding student loans, up to a maximum of \$1,500 per year (which is \$125 monthly or \$62.50 per paycheck).

Employee Assistance Program. Aspire’s EAP Program provides confidential assistance with a variety of work/life issues such as child/dependent care, legal or financial issues, stress management, mental illness or substance abuse.

Employee Discount Program. BeyondWork capitalizes on the speed, flexibility and accessibility of the Internet to give team members a convenient way to address personal needs for leisure, recreation, fitness and community.

Life, Disability, and Accident Coverage. Aspire covers 100% of basic group term life, short & long term disability, and accident insurance coverage through CIGNA for all benefit eligible team members.

VOLUNTARY INSURANCE PLANS

Aspire team members have the opportunity to participate in a host of voluntary benefits at great group rates. The following voluntary plans are 100% paid by employees: Whole Life Insurance and Critical Illness, Voluntary Group Term Life, Short Term Disability, and Long-Term Disability.

SALARIES

Aspire – SANTA FE’s salaries will be based on school budgets as determined by state funding level.

Aspire’s pay scale is based on an average derived from research from surrounding districts as well as other charters, and is listed below:

Average new teacher with credential	\$ 44,000
Average teacher, credential + 3 years	\$ 50,000
9 years	\$ 58,000

Traditionally Aspire has a merit raise policy that is calculated in September or October and is retroactive to July 1st. Aspire calculates individual raises based on a formula of 1/3 by Principal evaluation, 1/3 by School AOI growth, and the final 1/3 is determined by parent satisfaction.

Due to the budget crises of the past few years, the merit raise formula has not been in use.

QUALIFICATIONS FOR EMPLOYEES

All Aspire school employees are mandated child abuse reporters and shall report child abuse incidents.

CHIEF FINANCIAL OFFICER

GENERAL SUMMARY: To maximize the return on financial assets by developing and managing sound financial policies, procedures, controls and reporting systems. Ensure legal and regulatory compliance for all accounting and financial reporting functions. Oversee finance and accounting, including cash management, accounts receivables, accounts payable and payroll. Uphold the mission and values established by Aspire Public Schools.

ESSENTIAL DUTIES & RESPONSIBILITIES:

1. Develop a sound fiscal strategy to meet organizational priorities and goals
 - Identify and maximize best sources of capital. Interface with donors, lenders.
 - Work with Board of Directors and management team to align financial plan with educational objectives
2. Manage cash flow to ensure sufficient working capital
 - Manage receivables and payables
 - Identify ways to maximize revenues
 - Identify and maximize savings on expenditures
3. Refine and enforce policies, procedures and systems ensure legal and regulatory compliance
 - Refine and enforcing internal controls, processes and procedures
 - Manage audits
4. Design, prepare and present financial reports for internal and external parties
 - Create periodic financial reports for management, investors, lenders, including bondholders and sponsoring agencies
 - Create multi-year, multi-variable financial models and pro forma financial statements to support planning and decision-making
 - Create budget and budget variance reports to support management decision-making
5. Develop and maintain relationships all finance-related entities
 - Work with chartering districts to ensure timely revenue collection and provision of services
 - Support relationships with donors
 - Serve as primary liaison with bondholders and other lenders
 - Develop and maintain banking relationships
6. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
7. Build high quality finance team: hire, train, develop and appraise staff effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
8. Perform other related duties as required and assigned.

ORGANIZATION RELATIONSHIPS: Reports to Chief Executive Officer and works closely with all levels within Organization. This person works with outside consultants and vendors.

QUALIFICATIONS:

1) Required knowledge, skills & abilities:

- Advanced strategy and planning skills; an ability to think ahead critically and plan over a 1-3 year time span

- Expertise in financial reporting, analysis, and modeling, including fluency with Excel, Access, QuickBooks, and PowerPoint
- Experience with cash flow management in a multi-site organization
- Strong problem business analysis and problem resolution skills at both a strategic and functional level
- Strong customer focus (customers include investors, students, parents, staff, sponsoring districts)
- Ability to thrive in a hands-on, fast-paced, growth oriented, entrepreneurial environment
- Strong verbal and written communication, influencing and negotiating skills
- Proven leadership skills with the ability to attract, develop and inspire a team
- Ability to enhance cooperative working relationships with internal and external parties

2) Minimum educational level:

- Bachelor's Degree; CPA and/or MBA preferred

3) Experience required:

- 7+ years experience as a Director of Finance, VP of Finance or Chief Financial Officer in a fast paced, high growth environment, preferably with experience in start-up environments
- Experience in finance for a multi-site retail organization
- Knowledge of not-for-profit accounting and public sector finance

CHIEF OPERATING OFFICER

The Chief Operating Officer will manage a team of 25 people through four direct reports in the functions of Human Resources, Information Technology, Facilities and Operations and will report directly to the Chief Executive Officer. Peers to the COO position include the Chief Financial Officer, the Chief Academic Officer and three Area Superintendents (Bay, Valley, and Los Angeles). The ideal candidate will have school operations experience and will have succeeded at an organization that has achieved scale. At a minimum, experience in scaling operations in a fast growth environment, with multi-site experience is highly desired. Experience of this sort within a nonprofit environment is preferred. In order for Aspire Public Schools to triple in size over the next decade the Chief Operating Officer must work with the rest of the Aspire management team to establish nimble, flexible and reliable systems while maintaining entrepreneurial excellence.

The culture of Aspire Public Schools is one of resiliency, tenacity and persistence in the delivery of high quality instruction to underserved communities. The COO must be a consummate team player and creative problem solver who are able to work effectively with limited resources. A sincere and honest commitment to serving low income students throughout California is mandatory. The Chief Operating Officer will demonstrate the passion, integrity and systems thinking that have been crucial to the success of Aspire Public Schools over the past decade.

REQUIREMENTS

- A combination of either school operations experience within a high functioning organization or experience within a fast growth/scaling nonprofit; a successful track record in the private sector with a demonstrated, long term commitment to serving low income communities is acceptable.
- Specific and substantial management experience in at least two of the following functions: human resources, information technology, facilities, general operations, strategic performance improvement, fundraising and marketing.
- A track record of leading, motivating and developing high performance teams of 20 or more in diverse functions while contributing as an integral member of an executive staff.
- The executive presence to inspire confidence and passion in both internal and experience audiences.

PREFERRED AND DESIRABLES

- Knowledge of public school reform policies in the United States including professional relationships with a network of reform leaders.

RESPONSIBILITIES

- The Chief Operating Officer will manage the Director of Human Resources, Director of Facilities, Director of Operations, Director of Growth and Strategy, Director of Special Projects, and Director of Information Technology as well as all other non-academic/non financial functions of the organization
 - The COO will work closely with the other members of the Management Team to ensure that operational infrastructure supports all of the growth initiatives of the organization.
 - The COO is ultimately responsible for the cultural health of the organization, putting systems in place so that the Home Office and school site employees feel valued, supported and inspired by and connected to our work.
 - The COO will ensure that Aspire Public Schools deploys leading edge technology solutions that enhance the ability of Principals and teachers to deliver high quality instruction, and is ultimately responsible for the cross department collaboration “in the margins” that will result in financial sustainability, cost efficiency, and a scalable support infrastructure for our schools.
 - The COO will strategically manage a portfolio of facilities through direct management and/or the retention of an outsourcing partner.
 - The COO also serves in an unofficial capacity in ways similar to a Chief of Staff for the CEO. The organization, the execution, and the practices that allow the management team of 7 to function effectively –while geographically dispersed across the state—are owned by the COO in partnership with the CEO.
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REGIONAL AREA SUPERINTENDENT

GENERAL SUMMARY: Overall responsibility for “dual bottom line” (academic and fiscal results) of up to 12 schools in geographic area. This person oversees education program implementation, operations, fiscal management, and human resource management. Support principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools.

ESSENTIAL DUTIES & RESPONSIBILITIES:

1. Oversee up to 12 school sites, with bottom line responsibility for both fiscal and academic performance
2. Develop and lead Principals and Lead Teachers in their roles as instructional leaders and site managers. Support site leadership and instructional coaches to ensure high quality implementation of Aspire education design, including standards, assessments, instructional guidelines, and culture. Support principals in effective and efficient budget and human resource management
3. Determine priorities for region, and manage Regional Office team to achieve deliverables
4. Manage new school development process for up to 3 new schools per year
5. Act as liaison with Home Office staff to ensure school sites receive necessary support; work closely with Home Office staff to improve systems and processes to serve the schools
6. Assist in refining the Aspire education design to improve student achievement
7. Recruit highly qualified Principals, educators and Regional Office staff: hire, develop and appraise staff effectively. Take corrective action as necessary on a timely basis and in accordance with company policy. Consult with Human Resources as appropriate.
8. Cultivate relationships with local district officials and community leaders to further Aspire and individual school goals.

9. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
10. Performs other related duties as required and assigned.

ORGANIZATION RELATIONSHIPS:

Reports to CEO and works closely with all levels within school and home office. This person works with children, parents and outside consultants/vendors.

QUALIFICATIONS:

1) Required knowledge, skills & abilities:

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

2) Minimum educational level:

Masters Degree or Ph.D in education

3) Experience required:

5+ years teaching

5+ years in school administration at the district level

5+ years experience as a principal

AFTER SCHOOL DIRECTOR

GENERAL SUMMARY

The Afterschool Director manages the planning and operations of a high-quality, personalized afterschool education and enrichment program for students, and upholds the mission and values of Aspire Public Schools. The Afterschool Director is responsible for designing program activities and schedules; hiring and supervising staff, contractors and volunteers; developing and managing program budgets; tracking and analyzing student performance data; and ensuring compliance with all reporting and other administrative requirements.

ESSENTIAL DUTIES & RESPONSIBILITIES:

1. Manages the design and development of the afterschool program goals, plans and schedules, in close coordination with the school Principal and Leadership Team.
 - Ensures alignment with school vision, goals and curricula.
 - Facilitates student, parent and staff input into program goals and design.
 - Creates and manages all activity and staff schedules.
 - Monitors afterschool program budget.
 - Develops recruiting plans and materials to communicate to students, parents and teachers about the afterschool program and encourage students to participate.

2. Creates an environment of high expectations for learning, student behavior and staff professionalism.
 - Demonstrates knowledge of, and supports, Aspire Public Schools’ mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and code of ethical behavior.
 - Fosters a program culture of high expectations that includes college preparation for all students.
 - Develops and supports student behavior management systems and procedures to ensure all students are fully engaged in learning.
3. Oversees the daily operation of the afterschool program.
 - Responsible for opening and closing the program on a daily basis, monitoring daily student attendance and communicating with students and families about attendance and behavior policies and expectations.
 - Ensures compliance with all safety and other regulatory and/or funder requirements.
 - Establishes and supports high-quality, developmentally appropriate activities and instructional practices and promotes continuous improvement.
 - Maintains accurate student records, including attendance, and submits reports in accordance with Aspire procedures.
4. Hires and supervises staff, contractors and volunteers.
 - Manages staff assignments and schedules, including ensuring all staff meet mandatory personnel and credential requirements, recording hours, processing timesheets and maintaining other personnel documents in accordance with Aspire procedures.
 - Organizes ongoing staff development in coordination with school Principal, Leadership Team, and Aspire Home Office.
 - Observes, coaches and evaluates performance of afterschool program staff.
 - Monitors contractors for compliance with contract performance expectations.
5. Tracks and analyzes student and program performance data to ensure continual progress.
 - Compiles information from multiple sources (standard assessments, intervention-specific assessments, teachers, afterschool staff and parent feedback) to analyze student performance, place students in appropriate academic interventions, and monitor progress.
 - Supports afterschool program staff in using data to drive lesson planning and monitor student’s progress.
 - Gathers and analyzes program performance data, e.g., attendance, student/parent satisfaction.
6. Establishes regular mechanisms to communicate with parents/families and engage them in the afterschool program to help support student success.
7. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
8. Performs other related duties as required and assigned.

QUALIFICATIONS:

1) Required knowledge, skills & abilities:

- Demonstrated supervision, management and leadership skills, including ability to effectively manage student behavior, coach and inspire staff, and work with contractors and volunteers.
- Strong organizational and program planning skills, including ability to work in a fast-paced environment and handle multiple responsibilities and deadlines.
- Knowledge of child and/or youth development concepts and best practices, including demonstrated ability to create a safe, positive and engaging environment for young people.
- Strong written and verbal communication skills and ability to collaborate with a variety of colleagues and stakeholders, including parents, teachers and community partners.
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development.

- Proficiency in use of computer technology and the internet, including MS Word and Excel.

2) Minimum educational level:

- Bachelors' degree or equivalent experience required

3) Experience required:

- Experience working with and developing programs for children or youth in a school or community-based setting.
- Management/supervisory experience in a nonprofit, school, or service business.
- 1+ year as a teacher, teacher intern, or teaching assistant preferred.
- Experience in development and/or delivery of curricula for academic intervention and/or enrichment programs highly preferred.

BUILDING MANAGER

OVERVIEW

Cleans and maintains school facility to ensure a safe, secure and comfortable environment conducive to student learning. This person upholds the mission and values established by Aspire Public Schools.

RESPONSIBILITIES

1. Cleans classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
2. Sets up and cleans dining area before, between, and during breakfast and/or lunch periods
3. Responds to emergency cleanups during the day, such as clogged drains and spills
4. Performs minor routine maintenance, including touch-up painting, replacing lights, etc.
5. Performs routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
6. Coordinates and manages night cleaning service and contractors to ensure building and grounds are well-cleaned and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.)
7. Orders cleaning and building supplies
8. Sets up and arranges furniture for assemblies, meetings and special events
9. May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off
10. Identifies any major security or safety hazards and major repair needs
11. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
12. Perform other related duties as required and assigned.

QUALIFICATIONS

1) Required knowledge, skills & abilities:

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

2) Minimum educational level:

- None

3) Experience required:

- 1-3 years of janitorial experience preferred but not required
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CUSTODIAN

OVERVIEW

Cleans and maintains school facility to ensure a safe, secure and comfortable environment conducive to student learning. This person upholds the mission and values established by Aspire Public Schools.

RESPONSIBILITIES

1. Cleans classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
2. Sets up and cleans dining area before, between, and during breakfast and/or lunch periods
3. Responds to emergency cleanups during the day, such as clogged drains and spills
4. Performs minor routine maintenance, including touch-up painting, replacing lights, etc.
5. Performs routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
6. Sets up and arranges furniture for assemblies, meetings and special events
7. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
8. Perform other related duties as required and assigned.

QUALIFICATIONS

1) Required knowledge, skills & abilities:

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

2) Minimum educational level:

- None

3) Experience required:

- 1-3 years of janitorial experience preferred but not required
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CAMPUS PERSONNEL – YARD DUTY and LUNCH DUTY PERSONNEL

OVERVIEW

Monitors and supports students during lunch and passing breaks to ensure a safe, secure and comfortable environment conducive to student interaction and learning. Upholds the mission and values established by Aspire Public Schools. Reports to Site Principal and works closely with other site staff.

RESPONSIBILITIES

- 1 Supervises students during lunch / recess and passing periods, including enforcing school rules, school boundaries, and school behavior expectations
- 2 Ensures a safe environment in the lunch room, school grounds and/or parking lot
- 3 Works with other school staff to ensure sufficient level of supervision coverage in all areas of the lunch room, school yards, and/or parking lot
- 4 Helps mediate and resolve conflicts between students
- 5 Administers first aid as needed
- 6 Helps keep the campus clean
- 7 Identifies any major security or safety hazards and major repair needs in the recess area and ensures safety rules are followed
- 8 Completes accident reports as needed
- 9 Manage Computer Logs

- 10 Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- 11 Perform other related duties as required and assigned.

QUALIFICATIONS

1) Required knowledge, skills & abilities:

- Good verbal and written communication skills
- Good problem-solving ability; good judgment
- Ability to interact appropriately with children of different ages
- Bilingual - Spanish & English
- Computer Skills

2) Minimum educational level:

- None

3) Experience required:

- None

4) Work Environment:

- While performing the duties of this job, the employee is regularly required to walk, stand, talk, listen, reach and use hands. May be required occasionally to run, climb, stoop, kneel, crawl, crouch, and lift and/or move up to 50 lbs. Vision abilities require close vision, distance vision, peripheral vision, depth perception and the ability to adjust focus.
 - The employee will predominately work outdoors, and is subject to hot, warm, cold, and wet or humid conditions. The noise level is moderate and can sometimes be noisy.
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PRINCIPAL

Aspire - SANTA FE's Principal will be the instructional leader at Aspire - SANTA FE and will be responsible for helping Aspire - SANTA FE and students achieve the outcomes outlined in this charter petition. The Principal will have the following qualifications:

OVERVIEW

Lead, manage and oversee all functions of individual school site, including education program to ensure academic performance of student, budget to ensure fiscal solvency of site, school office operations, community relations, people management and facilities in accordance with Aspire standards. Your work as a principal will not only change the lives of your students, but the lives of students throughout California. Much like the classroom is a vital part of your school community; your school is a vital part of the network of Aspire schools across the state. Together our schools are changing public education and proving that every student can achieve at the highest levels. Aspire Public Schools is a non-profit organization that opens and operates small, high performing public charter schools that are preparing the most underserved students for college. We provide our educators with the tools and support they need to provide a high quality, personalized education for every Aspire student. We respect and treat our team members as professionals, providing full-time educators with a laptop computer, business cards and budget for classroom supplies.

Our small schools and small classes give you the chance to know every student and his/her family at a personal level. Our network of schools across the state provides you with incredible opportunities to grow personally and professionally in various roles across the organization. We hope you join us in this important work for the children of California!

RESPONSIBILITIES

1. Provide Instructional Leadership for the school site, including: maintaining school-wide focus on high standards of student achievement; ensuring coverage of CA standards; modeling Aspire instructional guidelines; managing process for analyzing data to increase student achievement, supporting all teachers in their professional development, and supporting New Teachers through Induction.
2. Manage all human resources at the school site, including: attracting and selecting top performers; providing professional development opportunities; developing collaborative team culture; and managing performance. Adhere to company policy and state/federal employment laws. Consult with Human Resources as appropriate.
3. Manage all resources at school site, including: setting and maintaining a balanced budget, planning for future needs, and ensuring compliance with restrictions and reporting requirements of categorical funds and restricted donations. Adhere to company policy and protocols for sound fiscal management.
4. Develop an effective school community, including: working with parents to better serve students; garnering support from community groups and leaders; and developing positive relationships with sponsoring district and neighborhood schools.
5. Manage process for determining priorities; set development timetables and support school team in achieving deliverables.
6. Manage daily operations, facilities, safety, and administrative processes school, including addressing issues and problems that arise in a principle-centered, creative, thoughtful and constructive way; following-up with constituents as needed; adhering to Aspire best practices, policies and procedures; and seeking outside support as appropriate.
7. Lead long term strategic planning and medium term process improvement as needed.
8. Work in collaboration with other Principals and Home Office to achieve organizational goals.
9. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
10. Performs other related duties as required and assigned.

QUALIFICATIONS

1) Required knowledge, skills & abilities:

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

2) Minimum Requirements

- Bachelors Degree required; Masters or Ph.D. in Education preferred
 - Administrative Credential preferred
 - NCLB Highly Qualified preferred
 - 3+ years working with urban students as a full-time teacher preferred
 - 7+ years teaching and administrative experience
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OFFICE MANAGER

GENERAL SUMMARY: Responsible for overall operations of the school site. This person upholds the mission and values established by Aspire Public Schools.

ESSENTIAL DUTIES & RESPONSIBILITIES:

1. Manages all aspects of Attendance Reporting/Power School (database) and maintains school/student records 25%
2. Responsible for school administrative functions/tasks – works with outside vendors, manages front office, and develops necessary communications internally and externally. 25%
3. Manages confidential information appropriately.
4. Oversees and organizes free/reduced lunch program and responsible for reporting. 3%
5. If school size permits, supervise office assistant: train, develop and appraise effectively (set expectations and provide direction as needed; follow-up and provide feedback in a timely manner); take corrective action as necessary on a timely basis and in accordance with company policy; consult with Human Resources as appropriate. 10%
6. Works with Principal to supervise the Building Manager and other classified staff. 10%
7. Attend monthly and/or bi-monthly Office Manager meetings, as well as other Aspire-wide Office Manager professional development sessions. 2%
8. Serves as Accountant for school. 10%
9. Acts as main point of contact for Accounting, IT, Human Resources and Home Office communication. 10%
10. Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
11. Perform other related duties as required and assigned. 5%

ORGANIZATION RELATIONSHIPS: Reports to Principal .Works closely with all levels within school and home office. This person works with children, parents and outside consultants/vendors.

QUALIFICATIONS:

- 1) Required knowledge, skills & abilities:
 - Strong organizational, time management and multi-tasking skills
 - Strong interpersonal and communication skills
 - Expedience in office management capacity
 - Ability to work independently as well as with a team
 - Professional appearance and manner
 - Knowledge of Ed Code preferable (or interest in learning)
 - Fluency in Spanish - highly desirable
 - 2) **Minimum educational level:**
 - A.A. Degree or equivalent work experience
 - 3) **Experience required:**
 - 3 plus years in fast-paced, ever changing administrative position; experience in a school environment preferable
 - Some supervisory experience preferred
 - Proficiency with Microsoft Office
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ELEMENTARY SCHOOL TEACHER

GENERAL SUMMARY: Provide a high quality instruction within a small school environment where every student is known and valued as an individual; serve students in grades K-5; uphold the mission and values of Aspire Public Schools and contribute to our goal that every student in California has access to a high quality public school.

ESSENTIAL DUTIES & RESPONSIBILITIES:

1. Establish a culture of high expectations that includes the shared belief that every student will attend college.
2. Develop and implement lesson plans and classroom activities aligned with California State Standards and Aspire Instructional Guidelines.
3. Assess students regularly and analyze student results; refine and differentiate classroom instruction based on assessment data and student needs.
4. Collaborate with colleagues to improve instructional practices throughout the school; share best practices.
5. Communicate regularly with students and their families about classroom activities and student progress.
6. Involve parents and guardians as partners in their students' education.
7. Manage student behavior to ensure every student is fully engaged.
8. Actively participate in professional development activities, and work closely with lead teachers, principal, and instructional coaches.
9. Maintain accurate student records including attendance.
10. Identify unique student needs and collaborate with team members to effectively address those needs.
11. Support the mission, vision, and core values of Aspire Public Schools.
12. Perform other related duties as required and assigned.

ORGANIZATION RELATIONSHIPS:

Reports to Site Principal. This person works closely with other site and Aspire staff.

QUALIFICATIONS:

1) Required knowledge, skills & abilities:

- Knowledge of child cognitive development and various learning styles
- Knowledge of subject matter, including California State Standards and subject-specific frameworks
- Knowledge of assessments
- Ability and willingness to implement Aspire Instructional Guidelines and Best Practices
- Ability to analyze qualitative and quantitative student data
- Ability and willingness to reflect and improve instructional practices
- Ability to collaborate with colleagues, parents and community
- NCLB highly qualified

2) Minimum educational level:

- Bachelors degree
- Valid California Teaching Credential

3) Experience required:

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

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

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

All the teachers hired in Aspire must meet all the guidelines for NCLB and for teaching ELLs.

Aspire - SANTA FE has no relationship with the district or county bargaining unit. Salaries, benefits and working conditions are determined by the principal and the Aspire home office with input from teachers. All employees are able to file complaints through Aspire's Uniform Complaint Procedure and are given due process rights in compliance with state and federal law.

Aspire - SANTA FE will maintain current copies of all teacher credentials and they will be readily available for inspection.

Teacher Hiring

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

The principal will be in charge of Aspire - SANTA FE hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. The Principal in close collaboration with his /her staff and Aspire's Regional Area Superintendent. Aspire's human resources team ensures that all complaints, investigations and terminations are handled professionally and thoroughly. The Principal and Area Superintendent evaluate the classified staff.

Also, please see **APPENDIX D** for Rubrics for Measuring and Assessing Work Performance for Teachers, Lead Teachers, Principal and Office Manager.

If the concern is one of equity, Aspire recognizes the right of the complainant to file a complaint with the State Department of Education.

- **Process for ensuring due process**

- The human resources team ensures that all complaints, investigations and terminations are handled professionally and thoroughly.

- **Process for staff recruitment, selections, evaluations, and determination**

- A. Recruitment – open positions are posted on our website, as well as other job sites such as EdJoin and Craigslist, and qualified candidates are encouraged to apply. The home office recruiting team screens all applications for minimum requirements and forwards all qualified candidates to the hiring manager.
 - B. The hiring manager conducts the interview process with their leadership team and makes an offer to the most qualified candidate.
 - C. All Aspire teachers, principals, office managers and building managers receive an annual evaluation based on a published rubric. At some sites, staff also completes a self-evaluation. Evaluations are based on weekly observations, goals, and individual support plans.
 - D. Aspire is an at-will employer. Staff is terminated if they are not meeting clearly defined expectations after receiving support and any necessary accommodations, or if they commit one of the offenses listed in our Teammate Handbook at leading to termination.

• Procedure for processing and monitoring credentials if required

All credentials are confirmed before a new hire receives an offer letter. Our credential analyst monitors all credentials and contacts teachers to remind them of renewals, or when an issue is found. If a credential lapses and cannot be immediately rectified, the teacher is removed from the position until the issue is resolved.

Aspire - SANTA FE may utilize a hiring team that includes some or all of the following individuals:

- *Principal*: Chairs the hiring committee and makes all final decisions on hiring for Aspire - SANTA FE.
- *Office Manager*: Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates’ paperwork to Aspire.
- *Teachers*: Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents*: Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Professional Development

Once teachers are hired, Aspire - SANTA FE invests in their continued professional development. Teachers new to Aspire participate in 1- 2 weeks of summer training to become fluent in the Aspire education program. In addition, Aspire - SANTA FE conducts several school-year workshops in specific areas. Aspire - SANTA FE Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced “lead teacher” who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach Aspire - SANTA FE’s and individual students’ learning goals. Aspire - SANTA FE also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards.

New teachers receive training on the following topics during the summer training:

TOPIC	APPROXIMATE HOURS	TRAINER
Overview of Aspire Instructional Program	2 – 3	Chief Academic Officer
Classroom Management	8	Lee Canter/Instructional Coaches
Standards-based Instruction ELA	20	Instructional Coaches/Lead Teachers
Standards-based Instruction Math	16	Instructional Coaches/Lead Teachers
Teaching for English Language Learners	8	Instructional Coaches
Differentiated Instruction (including students with special needs)	8	Instructional Coaches
Cycle of Inquiry – Data Driven Instruction	8	Lead Teachers/Instructional Coaches

Additionally, teachers are coached in the following topics by a lead teacher, instructional coach or their principal throughout the year:

- Classroom management
- Standards-based instruction – ELA and Math
- Guided Language Acquisition Design (GLAD) – strategies for teaching content to English Language Learners
- Rigorous instruction
- Differentiated instruction
- Cycle of Inquiry – Data Driven Instruction

Teachers are evaluated by their School Principal at least twice a year according to criteria that are based on National Board Certification. The “Aspire Public Schools Educator Evaluation” is attached as **APPENDIX D**

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

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

Aspire is committed to providing a safe school environment and Aspire - SANTA FE has developed a comprehensive school safety plan that is specific to Aspire - SANTA FE site. This plan addresses conceivable emergency situations, e.g., earthquakes, floods, shootings, and electricity loss. The Comprehensive School Safety Plan is attached as **APPENDIX E**. Additionally, all outside contractors are referenced checked with other organizations for safety information.

Insurance Requirements

No coverage shall be provided to Aspire - SANTA FE by the District under any of the District’s self-insured programs or commercial insurance policies. Aspire - SANTA FE shall secure and maintain, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the charter school from claims which may arise from its operations. Each charter school location shall meet the below insurance requirements individually.

It shall be Aspire - SANTA FE’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as *named* additional insured 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 the charter school’s insurance primary despite any conflicting provisions in the charter school’s policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the charter school does not operate a student bus service. If the charter school provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by Aspire - SANTA FE to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured 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 the charter school's insurance shall be primary despite any conflicting provisions in the charter school's policy.*

Evidence of Insurance

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

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

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

Should Aspire - SANTA FE deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Aspire - SANTA FE.

Additionally, Aspire - SANTA FE will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Aspire - SANTA FE 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. Aspire - SANTA FE 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 attorney's 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 the charter school, and their officers, directors, employees or volunteers. Moreover, Aspire - SANTA FE agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Aspire-SANTA FE will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. Aspire-SANTA FE will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

Aspire-SANTA FE its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Aspire-SANTA FE shall require all its employees, and all volunteers who will be performing services that are not under the direct supervision of a school employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. Aspire-SANTA FE will maintain on file and available for inspection evidence that the school has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

Asbestos Management

Aspire - SANTA FE shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan

Safe Facilities

Aspire provides an assurance that the schools' facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

Aspire will comply with the Healthy Schools Act – Education Code section 17608, which details pest management requirements for schools.

Student Safety

Aspire - SANTA FE will comply with the provision of Education Code Section 44237: Fingerprints and Criminal Records Summary. Each employee of the school will furnish Aspire with a criminal record summary as described in EC section 44237. Each new employee having contact with minor students and not possessing a valid California State teaching credential must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. Faculty and staff will also be examined for tuberculosis as described in Education Code Section 49406. The above requirements constitute conditions of employment.

All new students will be required to show proof of necessary immunizations as a condition of Aspire - SANTA FE admittance to the same extent as would apply if pupils attended non-charter public schools. Aspire - SANTA FE will provide screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if students attended a non-charter public school. Records of staff and student immunizations will be maintained.

“Aspire - Santa Fe Academy Charter School shall comply with District safety procedures and requirements and will be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.”

ELEMENT 7: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE OF DISTRICT

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

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

Aspire - Santa Fe Academy Charter School will 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction

Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding .

Aspire - SANTA FE will strive to ensure that the student population at Aspire - SANTA FE will be reflective of the general population residing within the territorial jurisdiction of the District. Aspire - SANTA FE will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

- In accordance with PSC, enrollment timeline for these three charter schools will be jointly determined by Los Angeles Unified School District and Aspire since the students for these new sites will come directly from the three overcrowded feeder schools which will be 61st Elementary School, 66th Elementary School and 68th Elementary School.

These strategies will include:

- An Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations
- Marketing brochures and/or TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year during March and April, Aspire - SANTA FE will outreach to the neighborhood of South Los Angeles with flyers, local newspaper advertisements and attendance at local events to advertise and recruit students for the school. Aspire - SANTA FE will also host open houses to provide information on the school's curriculum and program.
- Aspire - SANTA FE advertises mostly in Los Angeles, but also provides outreach to close lying cities to ensure ethnic balance in its student population.
- All outreach and recruiting efforts are done in English and Spanish.
- Aspire - SANTA FE does continue to send out flyers and information to cities other than Los Angeles to ensure racial and ethnic balance.
- Aspire - SANTA FE does recruitment efforts for academically low-achieving and economically disadvantaged students.

Public School Choice Traveling Students

The District and Aspire - SANTA FE are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice ("PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001("NCLB"). Aspire - SANTA FE agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's PSC program. The parties agree to separately memorialize any agreed-to number of PSC placements of District students at Aspire - SANTA FE.

As required under NCLB, all PSC students attending Aspire - SANTA FE shall have the right to continue attending Aspire - SANTA FE until the highest grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to Aspire - SANTA FE shall end in the event the PSC student's resident District school exits Program Improvement status.

Aspire - SANTA FE will ensure that all of its PSC students are treated in the same manner as other students attending Aspire - SANTA FE. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Aspire - SANTA FE. Aspire - SANTA FE will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at Aspire - SANTA FE.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Aspire - SANTA FE under the PSC program increases in subsequent years, Aspire - SANTA FE agrees to discuss with the District the possibility of increasing the number of PSC places available at the school.

Federal Compliance

To the extent that Aspire - SANTA FE is a recipient of federal funds, including federal Title I, Part A funds, Aspire - SANTA FE has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Aspire - SANTA FE agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

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

Aspire - SANTA FE also understands that as part of its oversight of the school, the Charter Schools Division may conduct program review of federal and state compliance issues.

Court-ordered Integration

Aspire - SANTA FE is subject to the requirements of the Crawford Court Order. Aspire - SANTA FE will provide a written plan to achieve and maintain the District's ethnic balance goal which is within a 70:30 or 30:70 ratio.

Court-ordered Integration Funds

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

ELEMENT 8: ADMISSION REQUIREMENTS

Admission requirements, if applicable.

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

Aspire - SANTA FE will admit all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A).

Aspire - SANTA FE identifies the following admission requirements:

- Students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification. Aspire - SANTA FE is open to *all* students as outlined in Education Code § 47605 (d)(2)(A).
- Admission to Aspire - SANTA FE shall not be determined according to the student's place of residence, or that of his or her parent or guardian, within the state of California, except as provided below. Admission preference shall first be given to students with siblings admitted to Aspire - SANTA FE.
- If the number of student applicants exceeds Aspire - SANTA FE's capacity, a public, random lottery will be held to determine which students are admitted to fill the available capacity.
- No pupils over 19 years of age will be enrolled unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age..
- No student shall be required to attend Aspire - SANTA FE.
- Based on the lottery (or lotteries), a wait list will be kept at Aspire - SANTA FE. As openings become available, preference will be given to those in order of the wait list.
- Based on research that shows the impact of parental involvement on student achievement, Aspire - SANTA FE will strongly encourage and support parental involvement in their child's education.
- Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.
- Aspire - SANTA FE will follow all laws establishing minimum age for public school attendance.

Student Recruitment

Aspire - SANTA FE will actively recruit a diverse student population. The school will be receiving District students from the two identified relieved sending Gage Ms, and South East MS, so these students will have already been identified by the District. Aspire – SANTA FE will be enrolling children from these two feeder schools, pursuant to the Public School Choice Resolution.

South Region MS #3 where Aspire – Santa Fe Academy will be housed, was built to relieve the overcrowding on these two campuses so they can all be on a single track.

Pursuant to the PSC program [REDACTED] is the number of designated resident students to be served from the attendance area of the designated overcrowded schools. Non-resident student enrollment is [REDACTED].

In adherence to the Public School Choice Resolution (“Resolution”) and the State of California waiver to Education Code section 47605(d) (1) and (d) (2) (A), Aspire - Santa Fe Academy Charter School will enroll students from the impacted campuses that the new and underperforming school is intended to relieve and that students from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.

Aspire - SANTA FE agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Aspire - SANTA FE agrees to provide first choice attendance to resident students including students with disabilities from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver of Education Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Aspire - SANTA FE further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Aspire - SANTA FE understands and accepts that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2009-10 District norms.

- In the event of any remaining enrollment capacity, Aspire - Santa Fe Academy Charter School may enroll any student who wishes to attend the charter school. In the event there are more students interested in enrollment than there are available seats, Aspire - Santa Fe Academy Charter School shall implement a fair, transparent and neutral lottery procedure for selecting students for enrollment providing preference to any student residing within LAUSD’s jurisdiction.
- Aspire - Santa Fe Academy Charter School shall maintain records of its enrollment procedures documenting those students from the designated attendance areas have been offered enrollment in the charter school prior to any other students being accepted. These records shall be made available to the District upon request.

The Lottery

The Aspire - SANTA FE recruitment process begins when a parent desires to enroll a student. The office will inform the family of the lottery process for Aspire - SANTA FE in the event that applications for enrollment exceed school capacity. In the month preceding the actual lottery (March and April), open enrollment occurs. During this period the rules for the lottery are sent out to the public. The actual lottery occurs on the first Thursday of May at the school site in the multi purpose room and is open to the public. This room is large enough to accommodate all interested parties.

During the lottery, all the cards for students are put in a basket and a neutral party selects each card. This is done after enrollment forms are all in. The preference is as follows:

1. LAUSD students identified through PSC
2. All other LAUSD students
3. Siblings
4. Children of Employees
5. Founding families (not to exceed 10%)

These preferences are explained in the information sent out before the lottery, as well as, mounted on the wall during the lottery process for all to see. Students are picked if there are available places according to the priorities. Then the rest of the names are placed on the waiting list and the waiting lists are kept at the school site to use when there are available places. If the parents are not present at the process, then the school contacts them in the next 2 -3 days. Parents are given one week to make a decision before the school moves on to the next person on the waiting list.

McKinney-Vento Act

Aspire - SANTA FE will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

ELEMENT 9: FINANCIAL AUDIT

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.

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

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The Chief Financial Officer of Aspire is responsible for contracting with the independent auditor and the Controller of Aspire is responsible for overseeing the independent audit. Aspire will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. The Executive

Committee of the Aspire Board of Directors will resolve audit exceptions and deficiencies to the satisfaction of LAUSD in a timely fashion.

Aspire will receive funding pursuant to Education Code Section 47613.5 and its successors and will opt to receive its funding directly from the state. Any funds due to Aspire - SANTA FE that flow through the District shall be forwarded to Aspire in a timely fashion.

Depending upon availability, the District agrees to allow Aspire to separately purchase administrative or other goods or services from the District. Services or goods purchased through the District are processed through Fee-for-Service.

To the extent required by law, Aspire agrees to comply with the Public Records Act (Government Code Section 6250 et seq.) and the Brown Act (Government Code Section 54950 et seq.).

Aspire shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education (“COE”), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. Aspire will provide the District with present and future line item budgets for Aspire - SANTA FE as required by the District and will meet all other financial reporting requirements, including an annual report of the philanthropic funds received by Aspire to be specifically used by the Los Angeles Unified School District’s approved School, as outlined in the Memorandum of Understanding.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Aspire - SANTA FE not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of Aspire - SANTA FE not to exceed 3% if Aspire - SANTA FE is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allow under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Aspire-SANTA FE 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 the school, Aspire-SANTA FE authorizes the District to deduct any and all of the in lieu property taxes that the school otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Aspire-SANTA FE further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the school. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the school agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Aspire-SANTA FE agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Aspire-SANTA FE is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of Aspire-SANTA FE
- The District is authorized to revoke this Charter for, among other reasons, the failure of Aspire-SANTA FE to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Aspire-SANTA FE 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 school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Aspire-SANTA FE 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.

Aspire-SANTA FE will develop and maintain internal fiscal control policies governing all financial activities.

Investment procedures

Aspire's cash balances are invested in overnight sweep accounts with a major financial institution in order to maximize opportunities to earn interest. On occasion, Aspire receives stock donations; to avoid any risk on speculation of individual stocks, Aspire converts all stock donations to cash within one week of receipt.

Deposit of funds

Aspire has tight controls surrounding the deposit of cash. Funds received at the Aspire home office are deposited via Check 21 technology to maximize float and lower administrative costs. For those deposits, there is a separation of duties between receipt, deposit and reconciliation for all bank accounts. Funds received at the school sites are deposited by the site staff, and there is a separation of duties between the counting of and depositing of cash; the reconciliation of that cash is done at the home office. Aspire

works closely with our donors to receive wire transfers whenever possible to maximize float and lower administrative costs.

Adequate cash flow

Aspire has operating lines of credit with two financial institutions that are sufficient to meet our short-term cash needs. The primary line of credit is with a bank and the secondary line is with a community development financial institution. Aspire prepares cash flow projections as part of our annual budgeting process, and during the year we maintain a rolling 90-day cash collection forecast that projects the timing of each revenue stream from each district, county office of education and donor. The CFO reviews cash balances on a daily basis to gain maximum visibility into our cash balances.

Reports

Aspire – Santa Fe Charter School will submit the following reports 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 – November following the end of the fiscal year
- g. Classification Report – monthly the Monday after close of the last day of the school month
- h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
 - P1, first week of January
 - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports as requested by the District

ELEMENT 10: PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled.

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

Aspire - SANTA FE shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

The procedures for suspension and expulsion of Aspire - SANTA FE's students will comply as closely as feasible with the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. See **APPENDIX F** for a detailed description of the suspension and expulsion policy and procedures that Aspire - SANTA FE plans to follow. Aspire - SANTA FE will notify the District of any expulsions. Aspire - SANTA FE will

account for suspended or expelled students in its average daily attendance accounting as provided by law. If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address with 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.

Suspension and Expulsion

Aspire - SANTA FE will adhere to well-defined regulations of suspension and expulsion based on equality and the right to due process. The rights of students shall be maintained during disciplinary actions including the right to counsel, the right to present evidence, and the right to confront and cross-examine adverse witnesses.

Students who violate the school policies may be subject to, but not limited to, the following:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

A student shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of Aspire - SANTA FE or occurring within any other school district. A student may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During the lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity.

A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a). As used in this section, "school property" includes, but is not limited to, electronic files and databases.

Aspire – SANTA FE's administrator may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a student subject to discipline under this section. Alternatives to suspension or expulsion will be imposed against a student who is truant, tardy, or otherwise absent from school activities.

Aspire - SANTA FE shall ensure the appropriate interim placement of students during and pending the completion of the Aspire - SANTA FE's student expulsion process. If the student receives or is eligible for special education, the school shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

Grounds for Suspension and Expulsion

Pursuant to E.C. 48900, a student shall not be suspended from school or recommended for expulsion, unless the school administrator determines that the student has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person. [Education Code 48900(a) (1)] or, willfully used force or violence upon the person of another, except in self-defense. [Education Code (a)(2)]

Note: A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant of Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. [Education Code 48900(s)].

- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. [Education Code 48900(b)]

Note: Knife is defined as knife, dirk, dagger, or other weapon with a fixed, sharpened blade, fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½”, a folding knife with a blade that locks into place, a switchblade of any length, or a razor with an unguarded blade. Firearm means any device, designed to be used as a weapon, from which is expelled through a barrel a projectile by the force or any explosion or other form of combustion.

- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. [Education Code 48900(c)]
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcohol beverage or intoxicant. [Education Code 48900(d)]
- e) Committed or attempted to commit robbery or extortion. [Education Code 48900(e)]
- f) Caused or attempted to cause damage to school property or private property. [Education Code 48900(f)] As used in this section, “school property” includes, but is not limited to, electronic files and databases.

Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000. [Education Code 48904, Government Code 53069.5]

- g) Stole or attempted to steal school property or private property. [Education Code 48900(g)] As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products. [Education Code 48900(h)]
- i) Committed an obscene act or engaged in habitual profanity or vulgarity. [Education Code 48900(i)]

Note: Obscene act means matter, taken as a whole, that to the average person, applying contemporary statewide standards, appeals to the prurient interest, that, taken as a whole, depicts or describes sexual conduct in a patently offensive way, and that, taken as a whole, depicts or describes sexual conduct in a patently offensive way, and that, taken as a whole, lacks serious literary, artistic, or scientific value.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. [Education Code 48900(j)]
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. [Education Code 48900(k)]
- l) Knowingly received stolen school property or private property. [Education Code 48900(l)] As used in this section, “school property” includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm. [Education Code 48900(m)]

Note: Imitation firearm means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. [Education Code 48900(n)]
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. [Education Code 48900(o)]
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. [Education Code 48900(p)]
- q) Engaged in, or attempted to engage in, hazing as defined in Penal Code Section 245.6 (b). [Education Code 48900(q)]

Note: Hazing means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel. [Education Code 48900 (r)]

In addition to the grounds specified in Sections 48900 and 48900.2, an Aspire pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the school in which the pupil is enrolled determines that the pupil has:

- s) Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]

Note: For the purposes of this section, the conduct described must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- u) Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or pupils, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. [Education Code 48900.4]
- v) Made terroristic threats against school officials or school property. [Education Code 48900.7]

Note: For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. [Education Code 48900.7]

- w) Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Expellable Offenses

Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors will expel the student upon the recommendation of the Aspire Administrative Panel.

Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive
- Violation of the Federal Guns-Free Act

Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Board of Directors may order the student expelled the recommendation of the Aspire Administrative Panel.

Expulsion requires a second finding of fact. [Education Code 48915(a)]

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

Second Finding of Fact

The Aspire Board of Director's decision to expel a student for violations included in the **Mandatory Recommendation for Expulsion** and **Permissive Expulsion** categories above shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Suspension Procedures

Informal Conference

Suspension shall be preceded by an informal conference conducted by the school administrator with the student and his/her parent/guardian. At the conference the student will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunities to present his/her version and evidence in his/her defense. The conference may be omitted if the school administrator 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. In the event the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

Notice to Parents/Guardians

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. It will be followed up with a written notification, which will state the specific offense committed by the student. In addition, the notice may also specify the date and time the student is expected to return to school. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. As required by E.C. 48903.(a) the total number of days for which a student may be suspended from school shall not exceed 20 schooldays in any school year.

Appeal of Suspension

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the administrator. The administrator will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the administrator determines that the student has not violated one of the rules in the student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process will be amended as the administrative structure changes with the growth of the school and will be defined in the student handbook. Final appeals are to the local School Site Council.

Grounds for Expulsion

Aspire Public Schools ensures the governing procedures for the expulsion of students is in keeping with EC §48918. Aspire's expulsion procedures include, but are not limited to:

1. Determination of an Expellable Offense

The Aspire Principal or designee investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined in Aspire's Administrative Regulations for Suspension (APS AR 5411.1].

If the student's conduct which warranted the suspension is ascribed in the Expulsion Offenses (listed above), and if the Aspire Principal determines that there is cause for expulsion as based on a probable Second Finding of Fact, the Principal will contact the CEO or designee in order to recommend the student for expulsion proceedings.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense.

An administrative panel hears the case, and makes the decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing five (5) days prior to the hearing.

Meeting to Extend Suspension Pending Expulsion

A meeting is held within five (5) school days of the student's suspension to extend the suspension pending the expulsion process. The student and his/her parent or guardians are invited to attend this meeting with the CEO or designee. School site administrators or teachers may also be present. At this meeting the offense and repercussions are discussed -- if the student has committed an offense that requires a recommendation of mandatory expulsion, this is discussed and understood by all parties.

Official Notification

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing;
- A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
- A copy of Aspire Public School's disciplinary Administrative Regulations concerning Suspension (APS AR 5411.1) and Expulsion (APS AR 5411.2) which relate to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor. **Note:** if the student is to be represented by counsel or by a non-attorney adviser, such written notice must be received by Aspire no less than five (5) calendar days prior to the hearing.
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing; The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
- The opportunity to request a one-time postponement of the hearing. **Note:** if the student or the student's parent/guardian wish to postpone the hearing, such written request must be received by Aspire no less than five (5) calendar days prior to the hearing.

Expulsion Documents and Hearing Preparations

The Principal or designee files papers with the CEO or designee (Director of Student Services) that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: a record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness. The CEO or designee may subpoena witnesses as necessary.

The student and his/her advocate prepare their presentation to the expulsion hearing board and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing.

Process of the Expulsion Hearing

a) Closed Session

Aspire shall conduct an Expulsion Hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five (5) calendar days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public unless another student's privacy rights would be violated.

Whether the expulsion hearing is held in closed or public session, the Administrative Panel will meet in closed session to deliberate and determine whether the student should be expelled.

The student's parents or guardians may address the panel prior to their deliberation. If the Panel admits any other person to this closed session (with the exception of the Administrative Panel's Hearing Officer or the Director of Student Services), the parent/guardian, the student, and the counsel of the student shall also be allowed to attend the closed session. [Education Code 48918(c)]

- b) Record of Hearing** A record of the hearing shall be made and may be maintained by any means, including electronic or digital recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. [Education Code 48918(g)]

c) Subpoenas

Before commencing a student expulsion hearing, the CEO or designee may issue subpoenas, at the request of either the student or the CEO or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. All subpoenas shall be issued in accordance with the Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. [Education Code 48918(i)]

Any objection raised by the student or the CEO or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding.

If the Board determines that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration.

d) 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 on which reasonable persons can rely in the conduct of serious affairs. Relevant evidence of any kind may be admitted and given probative effect if it is the kind upon which reasonable persons are accustomed to rely. Hearsay is an acceptable form of evidence and is admissible. In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record. [Education Code 48918(f) and (h)] Sworn Declarations are considered as witness testimony and are not considered Hearsay.

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 and sworn declarations may be admitted as testimony from witnesses of whom the Aspire Board of Directors,

Administrative Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the accused pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery [as defined in Education Code Section 48900], a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

If the Administrative Panel decides to expel, the pupil shall immediately be returned to his/her educational program. The Administrative Panel's decision not to expel shall be final.

e) Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offences

Aspire may, upon finding a good cause; determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Aspire Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Aspire will provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be

influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Expulsion Notice and Appeal

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within Aspire. For a student expelled for an act listed under "Mandatory Expulsion" above, this date shall be one calendar year from the date of the expulsion.

1. Determination of Expulsion

Within three school days after the hearing, the Administrative Panel shall determine whether to recommend the expulsion of the pupil. If the Administrative Panel recommends expulsion, the recommendation of the Administrative Panel shall be in the form of written findings of fact.

2. Written Notice to Expel

The CEO or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Aspire Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Term of expulsion
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Aspire Public Schools.
- Appeal Procedure
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion

The CEO or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student
- Term of expulsion
- Appeal Procedure

3. Appeal Procedures

Appeal of Expulsion

A request for appeal of expulsion must be received by the Board President within five (5) working days after the written notice received by the parent/guardian. The appeal itself will be heard by the full board within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). The Board will review the original expulsion decision and documents, and allow parents to present their appeal.

The Board will make the final decision and notify parents within 3-5 days. The decision of the Board is final.

All procedures are in keeping with established California Education Code.

4. Expelled Students/Alternative Education

The school shall be responsible for assisting parents in seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

General discipline policies in place at the school

Aspire - SANTA FE trains the teachers and principals in assertive discipline techniques designed by Lee Canter and associates. Administrators (principal and designees) will receive coaching as needed in school and classroom management techniques. Teachers are provided ongoing support and coaching in their development and administration of classroom behavior plans that are compliant with the school's behavior plan, Aspire's suspension and expulsion policies and regulations, and California Education Code.

The school creates a school wide discipline plan that involves a set of steps that all stakeholders will follow. These guidelines will be written and sent to families in English and Spanish and annually published in the Student-Parent-School Handbook. Students and families annually indicate their understanding of and agreement to abide by the school's behavior policies.

Each teacher designs a chart for all students in the classroom to follow the classroom management plans. Classroom infractions are met with an escalating, appropriate consequence. Continued violation of classroom policies results in parent contact and/or referral to the principal or designee. Upon referral to the school's administration, the principal or designee contact the parent and hold another conference. Suspensions or other forms disciplinary action may be administered by the principal or designee.

The principal will keep a record of students who reach the office in the discipline priority list. If students commit suspendable offenses, suspension will be administered in accordance with Aspire's general Suspension and Expulsion policies and California Education Code §48900 et seq.

Rehabilitation Plans

Pupils who are expelled from Aspire - SANTA FE shall be given a rehabilitation plan upon expulsion as developed by Aspire – SANTA FE’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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Aspire - SANTA FE for readmission.

Aspire - SANTA FE’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, the school’s governing board shall readmit the pupil; unless the 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.

Special Education Discipline

In the case of a student who has an IEP, or a student who has a 504 Plan, the charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the Charter School an IEP team, including a district representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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’s failure to implement the 504 Plan?

Outcome Data

Aspire-SANTA FE shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Outcome data will be maintained including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

Gun Free Schools Act

Aspire-SANTA FE shall comply with the federal Gun Free Schools Act.

ELEMENT 11: RETIREMENT SYSTEM

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

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

All employees of Aspire who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified classified staff) shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of Aspire will work with the COE to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system.

Aspire will make all employer contributions as required by STRS, PERS and the federal social security. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. The file is submitted to a third party vendor, Hess and Associates INC., and they submit it to LACOE in the appropriate format.

All certificated team members automatically contribute to the State Teacher's Retirement System ("STRS") and eligible classified team members automatically contribute to the Public Employee's Retirement System ("PERS"). Aspire also makes employer contributions to STRS and PERS at the level required by the retirement plan.

ELEMENT 12: ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

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

The parent or guardian of each student enrolled in the charter school shall be informed that the pupil has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in Aspire - SANTA FE, except to the extent that such a right is extended by the local educational agency.

Pupils who choose not to attend Aspire - SANTA FE may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

ELEMENT 13: DESCRIPTION OF EMPLOYEE RIGHTS

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

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

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

Grievance Procedure for Employees

Process for resolving complaints/grievances

Aspire seeks to resolve teammate grievances efficiently and effectively.

Most complaints can be resolved by informal discussions between the concerned teammate and the other individual(s) or the other individual(s)’ principal/supervisor. If other mechanisms are insufficient to address concerns, teammates can use Aspire’s formal Community Complaint procedure. Please see Appendix C. This is reserved for complaints which are not resolved through the informal process. Complaints must be filed within thirty (30) days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances the deadline may be extended. Even when the formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

To process a formal community complaint:

Any team member who wishes to lodge a formal complaint against an Aspire employee or employee practices should first meet with the principal or supervisor of the employee to discuss the problem in an attempt to reach a solution.

If the results of such a meeting are not satisfactory:

1. Complete and send a Community Complaint Form to the Aspire Home Office. Upon receipt, the Home Office will send a response letter, stating who will be working to resolve this complaint.
2. A copy of the complaint form will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within 10 working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
3. If the complaint is not resolved, the Aspire administrator will review the complaint and related material, interview parties, and submit findings and recommendations to the Chief Operating Officer or designee.
4. The Chief Operating Officer or designee will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 45 days, after the filing of the formal complaint.
5. If the person filing the complaint is not satisfied with the results, an appeal may be made to the Chief Executive Officer.

Employees impacted by use of the Community Complaint Form may choose to exercise rights given them by law or by employment agreement. Both the employee and the complaining party may have representation of their choice throughout the process.

If the concern is one of equity, Aspire recognizes the right of the complainant to file a complaint with the State Department of Education.

Process for ensuring due process

The human resources team ensures that all complaints, investigations and terminations are handled professionally and thoroughly.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION

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

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

For the purposes of the Educational Employment Relations Act, Aspire - SANTA FE is deemed the exclusive public school employer of the employees of Aspire - SANTA FE.

Aspire - SANTA FE will comply with the provisions of the Educational Employment Relations Act.

Aspire does not have a collective bargaining unit at this time.

ELEMENT 16: PROCESS FOR CHARTER SCHOOL CLOSURE

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

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

Revocation

The District may revoke the charter of Aspire - SANTA FE if Aspire - SANTA FE commits a breach of any terms of its charter. Further, the District may revoke the charter if Aspire - SANTA FE commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. Furthermore, the District may revoke the charter of the Aspire - SANTA FE on any of the following grounds:

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

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify the Aspire - SANTA FE in writing of the specific violation, and give the Aspire - SANTA FE a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Charter Renewal

Aspire - SANTA FE must submit its renewal petition to the District's Charter Schools Division no earlier than September of the year before the charter expires.

Closure Procedures

The following are closing procedures that abide by Cal. Educ. Code §47605(b)(5)(P), should Aspire - SANTA FE close for any reason. The decision to close Aspire - SANTA FE either by Aspire - SANTA FE governing Board or by the LAUSD Board, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or not renewed by the LAUSD Board of Education; the charter school board votes to close the

school; or the charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of Aspire - SANTA FE will be issued by Aspire - SANTA FE within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to LAUSD within the same time frame.
 - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
 - b. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
 - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to LAUSD of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by Aspire - SANTA FE by registered mail within 72 hours of the decision to Closure Action.
5. Aspire - SANTA FE shall allow LAUSD access, inspection and copying of all school records, including financial and attendance records, upon written request by LAUSD.
6. A financial closeout audit of Aspire - SANTA FE will be paid for by Aspire - SANTA FE to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of Aspire - SANTA FE. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Aspire - SANTA FE will be the responsibility of Aspire - SANTA FE and not LAUSD. Aspire - SANTA FE understands and acknowledges that Aspire - SANTA FE will cover the outstanding debts or liabilities of Aspire - SANTA FE. Any unused monies at the time of the audit will be returned to the appropriate funding source. Aspire - SANTA FE 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, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by Aspire - SANTA FE Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of Aspire - SANTA FE and student transfers.
8. Aspire - SANTA FE Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

9. In addition to a final audit, Aspire - SANTA FE will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

10. If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

11. Aspire- SANTA FE will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date . If Aspire-SANTA FE closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known.

12. The original cumulative files should be organized for District pick up in two categories: active students and inactive students. The ICSD will coordinate with the Aspire-SANTA FE for the pickup of the student records.

13. Aspire-SANTA FE shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

14. Aspire-SANTA FE will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Copy the LAUSD on all correspondence.

15. Prior to final closure, Aspire-SANTA FE shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end Aspire - SANTA FE's right to operate as a charter school or cause Aspire - SANTA FE to cease operation. Aspire - SANTA FE and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should charter school breach any obligation under this Element P. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include,

without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event of charter closure, the school will revert to District school operations.

Facilities

Specialized PSC Facilities Boilerplate

“As a condition to the approval of the charter petition, Aspire - Santa Fe Academy Charter School will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities. In the event of any conflict between references in this charter petition to LAUSD facilities and an agreement executed by the charter school and LAUSD for the use of LAUSD facilities by the charter school, the agreement for the use of the LAUSD facilities shall supersede.”

Regular Facilities Boilerplate for All Petitions Also Contained in the PSC Petitions

- Charter Petitioner or Developer Aspire Public Schools
Charter school name
- Charter Management Organization Aspire Public Schools
If applicable
- Petitioner’s Mailing Address 6724 S. Alameda Street , Huntington Park, CA 90255
- Proposed Charter School Location SR MS #3, Walnut Park, CA 90255
- LAUSD Attendance Area To be determined
Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD. Aspire-Santa Fe Academy

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy at least 45 days prior to the date the school is scheduled to open, issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open

without a Certificate of Occupancy for the designated use of the facility unless an exception is made by LAUSD's Innovation and Charter Schools Division... If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility at least 45 days before the school is scheduled to open or operate in the facility or facilities. Charter School shall not open in any location for which it has failed to timely provide a Certificate of Occupancy to the District, unless otherwise discussed with and approved by the Innovation and Innovation and Charter Schools Division. 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.

Furnishings and Equipment. LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Aspire-SANTA FE for use. Aspire-SANTA FE 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 LAUSD facilities by any person or entity other than Aspire-SANTA FE shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

Health & Safety: The school will comply with the Healthy Schools Act California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

If District facilities are used during the term of this charter, the charter shall abide by and adhere to all LAUSD standards and established policies relating to Maintenance & Operations.

As a condition to the approval of the charter petition, if the charter school is using or will use any LAUSD facilities during the term of this charter petition, the charter school shall execute an agreement provided by LAUSD for the use of LAUSD facilities: (a) if the charter school is currently using LAUSD facilities, the charter school shall execute the agreement provided by LAUSD for the use of LAUSD facilities within sixty (60) days of the approval of this charter petition; or (b) if the charter school requests and will use LAUSD facilities at any time during the term of this charter petition, the charter shall execute the agreement provided by LAUSD for the use of LAUSD facilities prior to occupying or using the LAUSD facilities; and (c) if the charter school has the opportunity to continue in occupancy and use without vacating the LAUSD facilities on an annual basis, the charter school agrees it shall execute the agreement provided by LAUSD for the use of the LAUSD facilities within sixty (60) days of delivery of the agreement. In the event of any conflict between references in this charter petition to LAUSD facilities and an agreement executed by the charter school and LAUSD for the use of LAUSD facilities by the charter school, the agreement for the use of the LAUSD facilities shall supersede.

LAUSD OWNED PROPERTY/FACILITIES

The following are disclosures and conditions that will apply in the event the charter school elects to use District-owned facilities at any time during the term of the proposed charter:

Fiscally-independent Charter Schools using District Facilities

If District facilities are used during the term of the proposed charter, the charter school shall abide by all LAUSD policies including, but not limited to, Maintenance & Operations standards.

Pro Rata Share: Fiscally-independent charter schools using District facilities will be charged a pro-rata share of the facilities costs as permitted by the Charter School Act of 1992. The pro-rata share will cover deferred maintenance work which will be provided subject to District-wide priorities and the availability of State funding.

Maintenance & Operations Services: Aspire-SANTA FE will be required to use the following District provided services and reimburse LAUSD accordingly.

- Pest Management: Charters must utilize District pest management services on a fee-for-service basis in accordance with the Board-approved Integrated Pest Management policy. In the event the charter school shares District facilities with another user(s), the charter school shall pay its proportionate share of the cost of the pest management services.
- Utilities: Charters will be required to reimburse the District for all electricity, gas, water, sewer and related charges.
- Charters will reimburse the District for all regulatory licenses, fees and permits and the cost of any required inspections.
- Co-Location. If Aspire-SANTA FE is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and the 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.
- Sole Occupant. If Aspire-SANTA FE is a sole occupant of LAUSD facilities, LAUSD shall allow the school, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Aspire-SANTA FE 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.

Charter schools that are the sole occupants of District facilities may request the following Maintenance & Operations services which are provided and charged on a fee-for-service basis. In the event the charter school shares District facilities with another user(s), LAUSD will provide the following Maintenance & Operations services and may include the cost of such services in the facilities cost for the District facilities and the charter school shall pay its proportionate share of such costs:

- Routine Maintenance
- Preventive Maintenance
- Building Equipment Operations (e.g., water treatment and air filter changes)

Exception: Charters sharing a site with a traditional District school are required to reimburse the LAUSD for services related to maintaining any shared systems (e.g., filter changes for shared air handling systems)

- Alterations and Improvements-

All Alterations and Improvements (A&I) on District owned sites shall be approved by LAUSD prior to the start of any planning, design and construction. Charter School shall reimburse LAUSD for all expenses including but not limited to the design, review, construction and inspection of alterations or improvements. All A&I work will conform to District design guidelines and specifications, Office of Environmental Safety (OEHS) requirements and Division of State Architect (DSA), as appropriate.

- Custodial
- Gardening
- Landscaping
- Tree Trimming
- Gasoline Delivery (secondary sites only)

Real Property Insurance. Prior to occupancy, Charter School shall satisfy those 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.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Charters using District facilities will need to ensure that the facilities have been inspected by the Asbestos Technical Unit prior to occupancy.

Maintenance and Operations reserves the right to conduct a baseline inspection when facilities are initially provided to the charter school and periodically thereafter to ensure facilities are maintained to District standards. The inspection costs will be covered under the supervisory oversight fee.

Affiliated Charter Schools using District Facilities

LAUSD will provide Maintenance and Operations services to affiliated charter schools at a level comparable to other LAUSD schools.

Use Agreement: Fiscally-independent charter schools using District facilities (occupying the entire site or sharing the site with other user(s)) shall be required to enter into a written agreement setting forth the terms, conditions and covenants for the charter school's use of the District facilities prior to occupancy. Further, if LAUSD provides furnishings, equipment and/or other technology, Charter School shall enter into a written agreement containing the terms and conditions of its use prior to occupancy.

“As a condition to the approval of the charter petition, Aspire - Santa Fe Academy Charter School will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities. In the event of any conflict between references in this charter petition to LAUSD facilities and an agreement executed by the charter school and LAUSD for the use of LAUSD facilities by the charter school, the agreement for the use of the LAUSD facilities shall supersede.”

CHARTER-RELATED ISSUES

Term of Charter Petition

A charter may be granted pursuant to Sections 47605... for a period not to exceed five years. A charter granted by a school district governing board... may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

- California Education Code Section 47607(a) (1)

The governing board for Aspire - SANTA FE requests that the school's charter term begin on July 1, 2012 and expire five years thereafter. Any amendments to Aspire - SANTA FE's Charter shall be submitted by the Board of Directors of Aspire to the District for approval. Aspire may present a petition to renew or materially amend the Charter at any time, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in The Charter Schools Act.

Interpreting the Charter

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless otherwise mutually agreed by Aspire - SANTA FE and the District. The District and Aspire - SANTA FE agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Administrative Services

Aspire has an experienced administrative staff that handles a variety of "back office" services like payroll, accounting, and purchasing. These employees are evaluated by the Chief Financial Officer and the Chief Operating Officer through annual formal evaluations based on job descriptions. Hiring decisions are made by the manager.

Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between Aspire and the District.