

Grade Level and/or Site Expansion Petition Cover Sheet

Date: 8-26-20

School: Aspen Ridge Public School

Check the box(es) that relate to the proposed expansion:

Grade level Site

Board members present at the meeting at which this application was approved must sign below (add additional lines as necessary).

By our signatures below, we affirm that this application for expansion was approved by majority vote of the board in public session on 8-26-20 (date)

DocuSigned by:
John Eric
Board Member Signature

DocuSigned by:
[Signature]
Board Member Signature

DocuSigned by:
[Signature]
Board Member Signature

DocuSigned by:
Priscilla Robbins
Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Board Member Signature

Submit to debra.odom@fresnounified.org.

DocuSigned by:
John Eric
Board Chair Signature

[Signature]
School Leader Signature

CHARTER SCHOOL INTENT AND ASSURANCES

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, 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:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.
- 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.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Education Code Section 47601(a)-(g)

We plan to accomplish these goals with a unique academic program and environment developed and honed over the organization's 15-year history. Details of this program and environment are articulated throughout this material revision.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

Affirmations and Declaration

As the authorized lead petitioner, I, Shelly Lether, hereby certify that the information submitted in the petition for a California public charter school to be named Aspen Ridge Public School ("ARPS" the "Charter School"), and to be located within the boundaries of the Fresno Unified School District ("FUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a

public charter school; and further, I understand that if awarded a charter, ARPS will follow any and all federal, state, and local laws and regulations that apply to ARPS, including but not limited to:

- ARPS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Aspen Public Schools declares that it shall be deemed the exclusive public school employer of the employees of ARPS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- ARPS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- ARPS shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- ARPS shall admit all students who wish to attend ARPS, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random lottery drawing to determine admission. Except as provided in Education Code Section 47605(e)(2), admission to ARPS shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the case of a public random drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School and in shall not take any action to impede the Charter School from expanding enrollment to meet pupil demand in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- ARPS shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- ARPS shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the individuals with Disabilities in Education Improvement Act of 2004.
- ARPS 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)]
- ARPS shall ensure that teachers in ARPS hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]

- ARPS shall at all times maintain all necessary and appropriate insurance coverage.
- ARPS 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 ARPS without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- ARPS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- ARPS shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- ARPS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ARPS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47610 and 47612(b)]
- ARPS shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- ARPS shall comply with the Public Records Act.
- ARPS shall comply with the Family Educational Rights and Privacy Act.

- ARPS shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- ARPS meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960.].

As the authorized representative of the petitioners, I hereby certify that the information submitted in this petition to be located within the boundaries of the District is true to the best of my knowledge and belief; I further understand that if awarded a charter, the Charter School will comply with all assurances listed above.

Shelly Lether

9/15/2020

Shelly Lether
Chief Executive Officer, Aspen Public Schools

Date

ASPEN RIDGE PUBLIC SCHOOL

A 7 -12 PUBLIC SCHOOL

OPERATED BY ASPEN PUBLIC SCHOOLS, INC,
A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION



CHARTER PETITION

SUBMITTED TO THE
FRESNO UNIFIED SCHOOL DISTRICT
SEPTEMBER 2020

CHARTER TERM

JULY 1, 2021 THROUGH JUNE 30, 2026

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EXECUTIVE SUMMARY

Overview and Rationale

Aspen Public Schools, Inc. (APS) submits a charter petition to Fresno Unified School District on behalf of Aspen Ridge Public School 7-12. ARPS will operate a middle and high school program using the nationally acclaimed Summit Learning Platform. The Summit-based middle and high school model is designed to provide high expectations and exemplary support for every student through personalized learning plans, rigorous academic classes, one-on-one mentoring and a small school size to ensure that every student is known well.

This petition is a response to Aspen Public Schools' families, staff, and community partners to create a high school program. After much research, consultation, and strategic planning, the leadership team agreed the most impactful offering is the continuation of the Summit Learning Platform in a secondary (middle and high school) program. ARPS is proud to continue the exemplary work that Aspen Public Schools has been doing with Summit Learning since 2016 at the middle school level. The evidence of the success of the Summit Learning Team is expressed in the data from the last 3 years of data representing student growth and flourishing. The two existing Aspen schools would continue to serve students through Grade 6, with the middle school program being shifted into a grades 7-12 model, for continuity in the Summit Learning program.

The Summit Learning model is designed to promote Habits of Success for all learners. In the process of this development, the student should have a personalized, individually unique experience at school. This will include a plan for each student that will include a comprehensive middle school program, as well as a high school program with a-g approved classes, as well as an opportunity to seek college credit through a dual enrollment element as ARPS partners with Fresno City College to provide access to these classes.

While we seek collaboration with the Fresno Unified School District, Aspen Ridge Public School's program will be unique by offering something that is not currently available to students in Fresno. By integrating the Summit Learning Platform into a 7-12 charter school, this opportunity becomes available to all students, without being limited by attendance boundaries, and will intentionally recruit "at-promise" students. It will reflect the range of Fresno's cultural diversity and backgrounds. ARPS will serve as an educational option for all students, particularly inclusive of those who are "at-promise" or who present unique learning challenges, including homeless and foster children, the academically accelerated, students who have struggled in a traditional school setting, or need special learning accommodations (e.g. learning disabilities).


We are exceedingly proud of the results our students have achieved over the last 3 years of Summit Learning implementation. The following scores indicate Aspen Valley Prep's scores compared with other comparable schools in Fresno Unified on the 2019 SBAC. (scores include Met or Exceeded %)

ELA

Grade level	STATE (49%)	AVP (60%)	Wilson	Slater	Del Mar	Hamilton	Bullard Talent	Tioga	Wawona	Ft. Miller	Cooper
6	48	56	15	24	34	34	61				45
7	51	62				22	55	41	32	12	48
8	49	62				19	54	30	19	17	41

MATH

Grade level	STATE (38%)	AVP (37%)	Wilson	Slater	Del Mar	Hamilton	Bullard Talent	Tioga	Wawona	Ft. Miller	Cooper
6	39	39	9	12	35	26	56				40
7	38	42				9	31	20	20	6	40
8	37	31				14	43	14	13	3	19

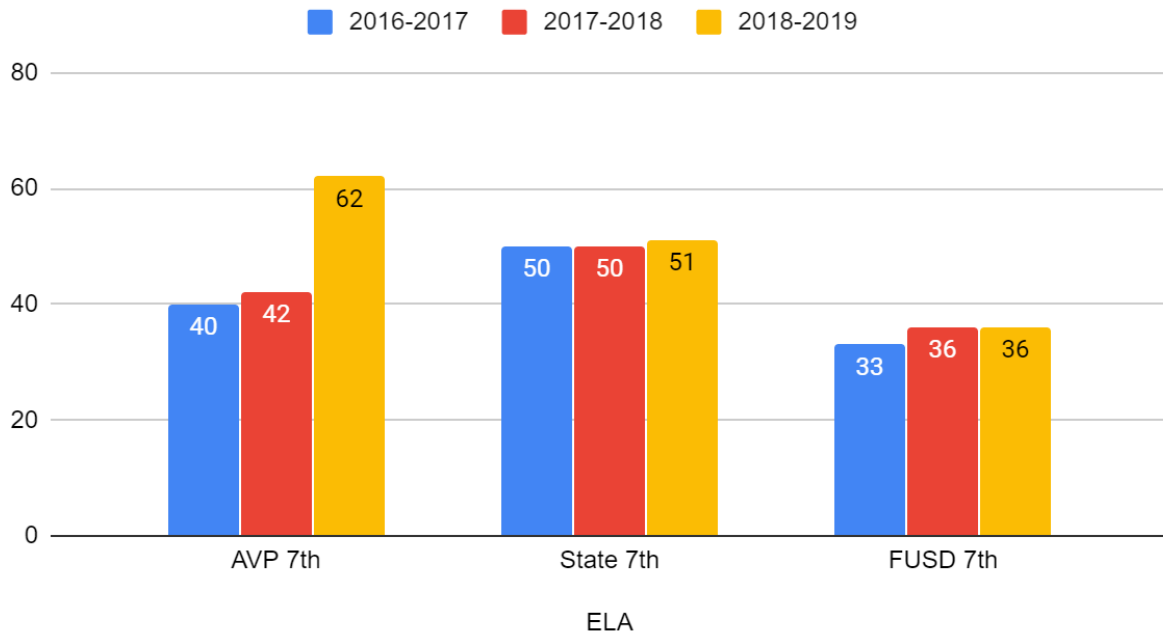
 = AVP school scores exceeded

Data Over Time

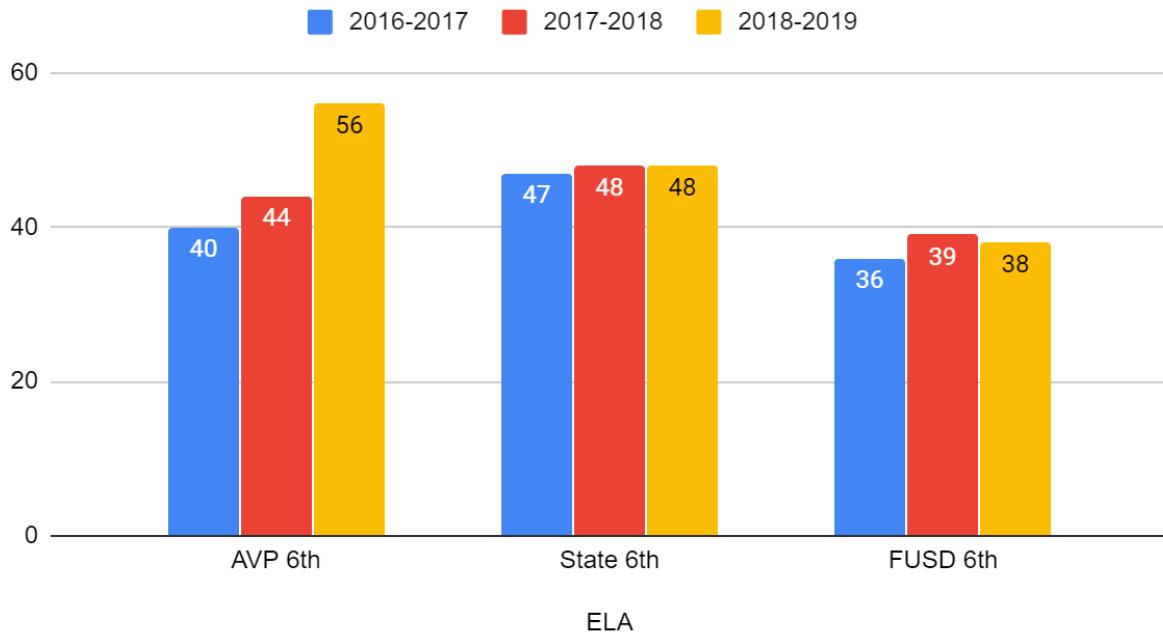
The Summit Learning Program was implemented for the first time in 2016-17 and the results speak volumes. Our team is incredibly hard working, and our students have integrated many of the Habits of Success and it is evident. We anticipate the same success for students as we transition the middle school to join the high school program to complete the APS K-12 continuum.

The following charts demonstrate how our students have continued to grow over time as our program, based on Summit Learning, has continued. The comparisons show our scores for the last 3 years compared to California and Fresno Unified for the same grade levels in both ELA and Math.

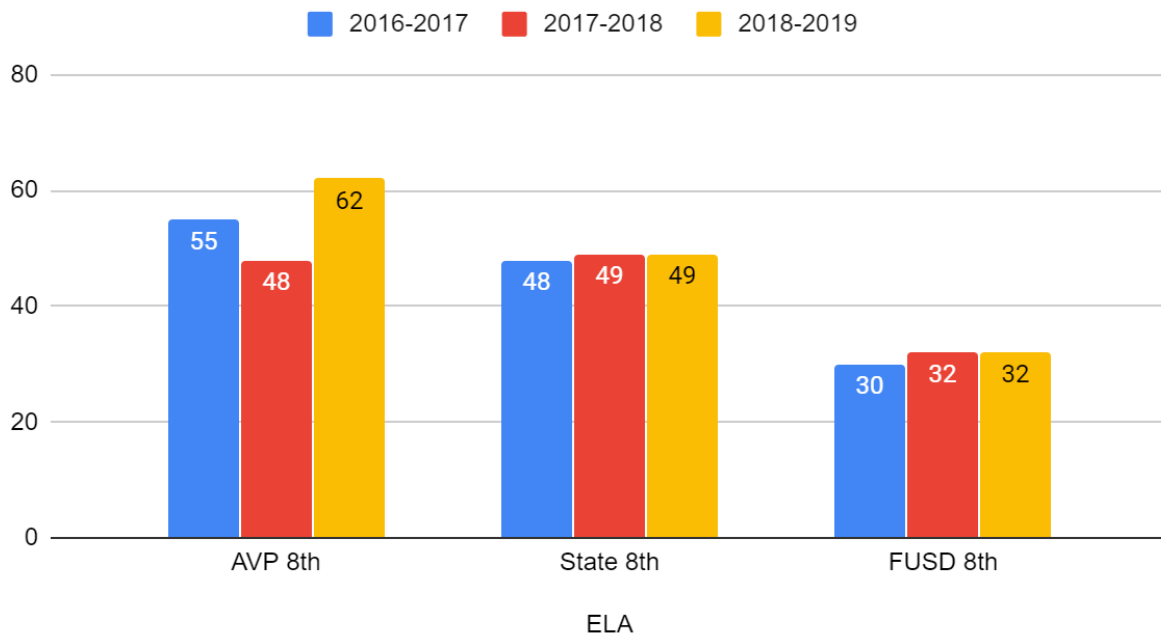
AVP 7th Grade 3 year Comparison SBAC ELA Met/Ex



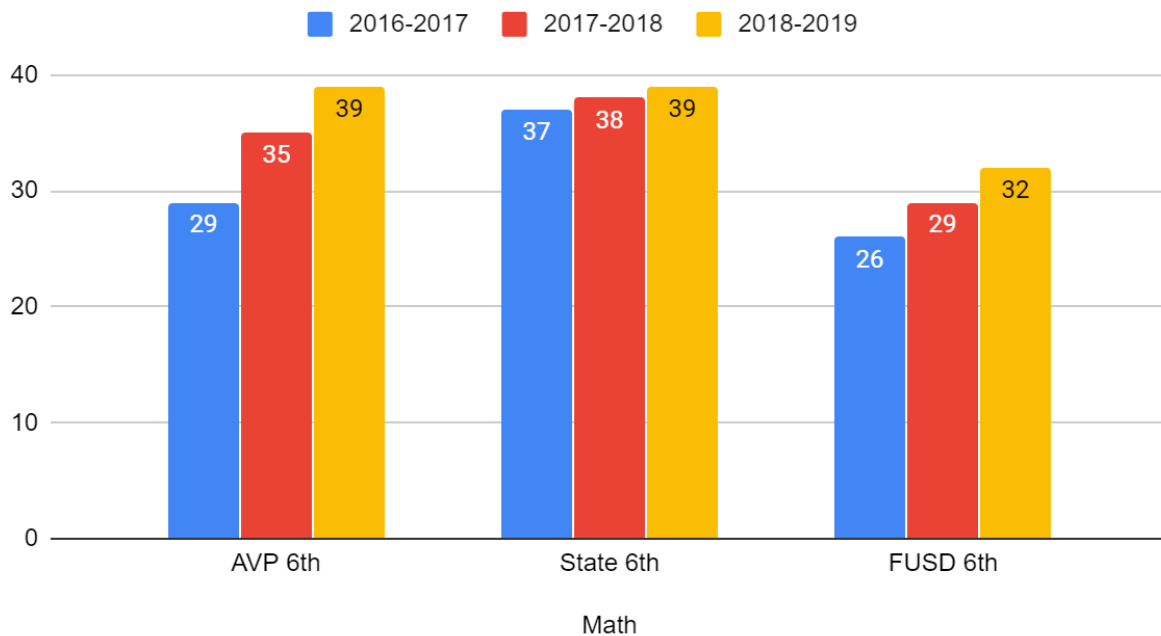
AVP 6th 3 year Comparison SBAC ELA Met/Ex



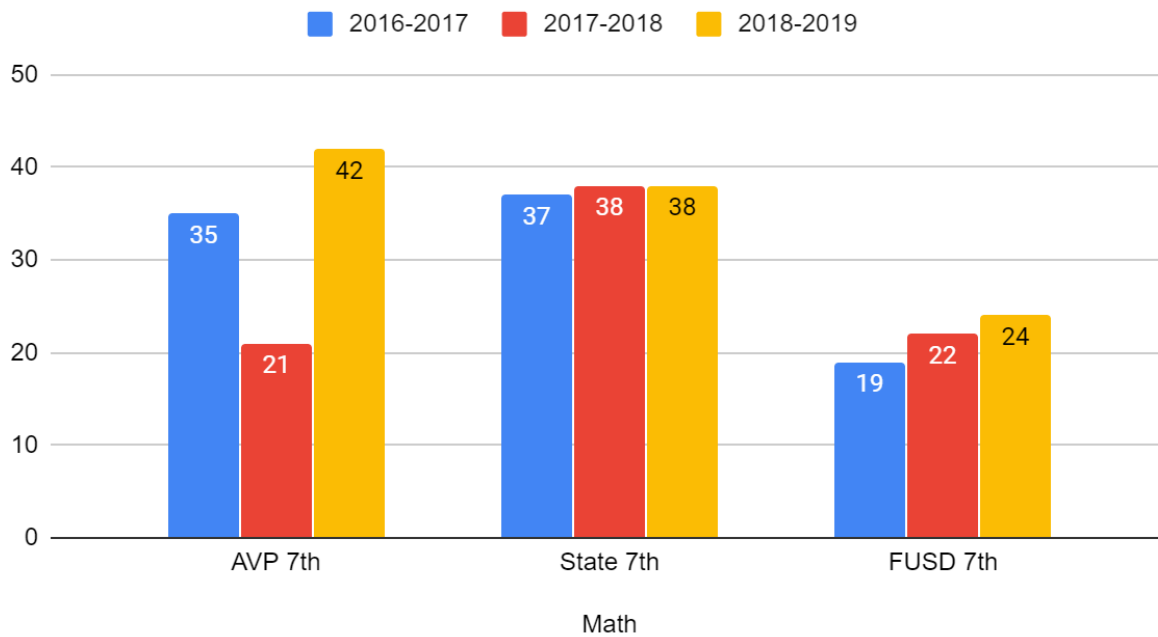
AVP 8th Grade 3 year Comparison SBAC ELA Met/Ex



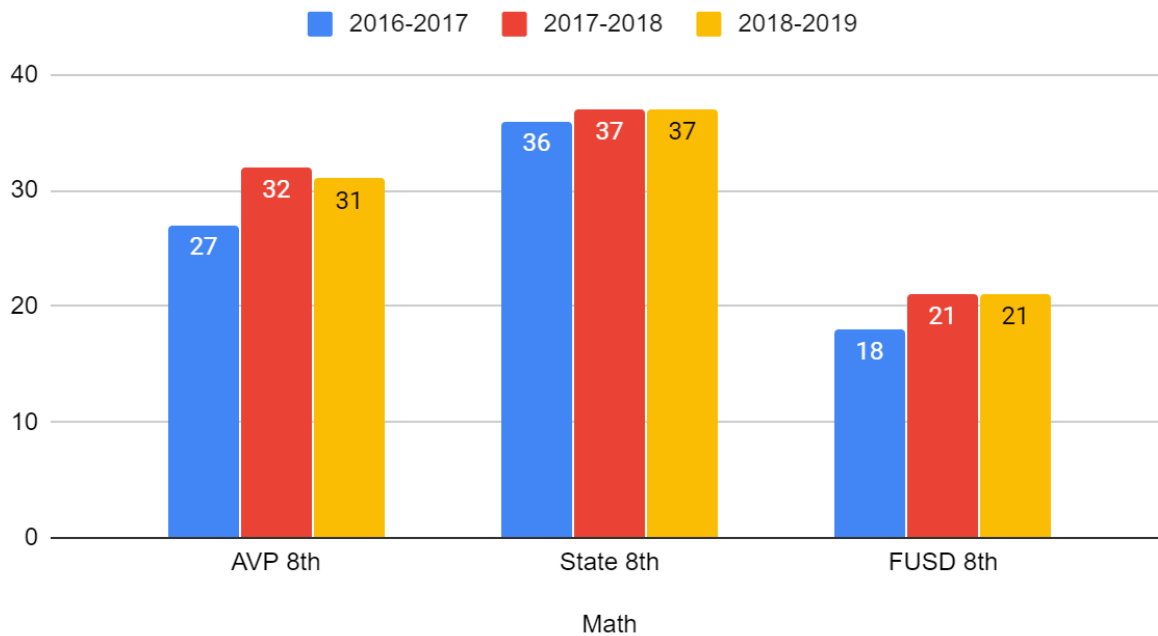
AVP 6th Grade 3 year Comparison SBAC MATH Met/Ex



AVP 7th Grade 3 year Comparison SBAC MATH Met/Ex



AVP 8th Grade 3 year Comparison SBAC MATH Met/Ex



Organizational History

Aspen Public Schools (APS) began with a group of volunteers providing free food and afterschool activities for at-risk students in Fresno. It quickly became apparent that the students needed additional support if they were to overcome the challenges they faced at home and school. Twenty years later, APS consists of two schools serving over 650 students in grades TK-8 with waitlists each year. On behalf of Aspen Ridge Public School 7-12 (ARPS), APS is submitting a charter petition to FUSD to create a 7-12 high school, based on the Summit Learning model, with a Year 0 (planning year) in 20-21, welcoming students in the 21-22 school year. We will begin with a 7th grade class of 50, an 8th grade class of 50 a 9th grade class of 100 students and add the next grade level each year. At full capacity ARPS will serve 500 students.

Timeline

1999: Volunteers from a local church provide support for at-risk youth and families in Central Fresno which includes free food and after school activities. The volunteers quickly understand the students and families need more support services.

2000: Ms. Shelly Lether (nee Melton) is recruited to enroll a dozen students into an independent study program with great success. Word spreads through the community and the program grows rapidly. Students achieve great academic success.

2004: Ms. Shelly Lether and the group submit a petition to Fresno Unified School District to open Valley Preparatory Academy Charter School (VPA) for 75 students. VPA moves campuses to accept additional at-risk students and accommodate the large number of waitlisted students. The school continues to focus on serving the neediest students and creates a culture of high academic and social expectations with built-in support systems which set the students up for success. Supports include arranging for transportation, teacher and leadership training, housing, and even fostering students when necessary. The school also provided enriching experiences by taking students on cross-country trips to the Grand Canyon, New York, and Washington D.C.

2013: The Jacqueline Gates LLC is formed and purchases the property (4221 N. Hughes) with facilities on 4.5 acres that the school had been leasing from a church, to accommodate the growing student body. Funding for the purchase was provided by Central Valley Community Bank and the CDFI, through the Economic Opportunities Commission. VPA leases the campus from Jacqueline Gates LLC and secures a long-term facilities solution.

2014: Rescue the Children (RTC), an organization that provides emergency and long-term services to abused, homeless, or previously incarcerated women or women with children, reaches out to VPA to create a partnership. VPA agrees to create more seats and accepts children from RTC's program to provide a quality school option with systems in place and teachers and staff trained to provide support for at-risk students.

2015: A second charter petition, Aspen Public School, is submitted to FUSD to replicate VPA's successful program to meet the community demand and facilitate the partnership with RTC. A one-year charter term is granted by FUSD in January of 2016.

2016: Valley Preparatory Academy partners with Summit Public Schools to adopt Summit Learning (formerly Summit Basecamp) as the personalized learning platform for all 6th-8th grade students. Hilary Witts, a long-time math and science teacher, was put on special assignment to oversee implementation and coaching for the Summit program. In Fall 2016, Aspen Public School opens its doors to TK-2nd grade students as a replication of Valley Preparatory Academy.

2017: Valley Preparatory Academy is successfully renewed for a five-year term with a name change to Aspen Valley Prep Academy (AVPA). Aspen Public School is successfully renewed for a five-year term with a name change to Aspen Meadow Public School. Valley Preparatory Academy, Inc. is rebranded to Aspen Public Schools, Inc. and begins work as a charter management organization. The governance structure remains the same.

2020: Aspen Public Schools, Inc. submits a charter petition to FUSD to create Aspen Ridge Public School, a middle and high school program to complete the TK-12 continuum for Aspen students. ARPS will use the Summit Learning Platform to continue creating highly individualized learning plans and supports for all students, while including a component for dual enrollment at Fresno City College, to reinforce Aspen's mission to 'develop exceptional leaders.'

Leadership Team

The leadership team of Aspen Public Schools ("APS") is composed of dedicated community leaders invested in the city of Fresno, experts in educational leadership and classroom instruction, and experienced school operators focused on creating high quality academic and social instruction for underrepresented youth. APS is also supported by partners with a robust expertise in curriculum, instruction, assessment, special education, human resources, finance, facilities, technology, development, governance, and more.

Chief Executive Officer, Aspen Public Schools: Shelly Lether

Expertise: Curriculum, instruction, assessment, facilities, organization, governance, and administration

Shelly Lether was born and grew up in the Fresno area of California's Central Valley. She has nineteen years of experience vested in Fresno's charter school community. In 2004, Ms. Lether was one of the founders of Valley Preparatory Academy (VPA) Charter School, a K-8 program serving at-risk students, and became the Chief Executive Officer in 2005. In 2016, VPA opened its second school and the new charter management organization (CMO) rebranded as Aspen Public Schools, Incorporated. Ms. Lether believes all children in her community, regardless of their backgrounds and circumstances, have a right to a quality education. This has led her to work with others to create a leadership-based, academically driven charter program with committed teachers and diverse learning opportunities. She holds a bachelor's degree in Liberal Studies from National University and a Master of Arts in Educational Leadership from Central Michigan University (CMU). Since 2011, Ms. Lether worked as a part-time adjunct for CMU's Global Campus, as an instructor for master level charter leadership and school reform courses. Ms. Lether is a Leadership Fresno (Chamber of Commerce) Class # 27 Alumni, a member of Downtown Fresno Rotary, and serves on the Fresno Advocacy Council (FAC) working to increase impact and collective strength of the Fresno County charter sector.

Chief Academic Officer, Aspen Public Schools: Corrie Spees Sands

Expertise: Administration, curriculum, instruction, assessment, organization, professional development, leadership training

Corrie Spees Sands, a life-long educator, is Chief Academic Officer of Aspen Public Schools, Inc., in Fresno, CA. Ms. Sands is an experienced educational leader who has served in administration for the past nine years. She began her administrative career in the Central Unified School District, and she joined Valley Preparatory Academy as Assistant Site Director in 2014-15. Ms. Sands previously served as the children's director at First Presbyterian Church, Fresno for five years and prior to that, taught for eight years in classroom-based schools in Clovis Unified School District and an independent study charter school in Fresno. Ms. Sands holds a bachelor's degree in Liberal Studies from California State University Fresno, a multiple subject teaching credential from Fresno Pacific University, a Master of Arts in Educational Administration and Leadership and an administrative credential from California State University, Fresno. Additionally, Ms. Sands has extensive training in Summit Learning. Ms. Sands has spent time volunteering in the community including mentoring teen moms and serving on the founding board of a local charter school.

Site Leader, Aspen Ridge Public School 7-12: Josh Hodges

Expertise: Curriculum, instruction, administration

Mr. Hodges has over nine years of educational experience in teaching and leading schools. He joined Aspen Valley (formally Valley Preparatory Academy) in 2013 after spending his first year of teaching in Hanford, Ca. In his 6 years with Aspen Public Schools, Mr. Hodges has served in a variety of roles, such as a 5th grade teacher, an upper grade math and science teacher, piloting Summit Learning in the area of math, Assistant Site Director at Aspen Valley, as well as the Director in Residence at Aspen Meadow, Aspen's second school. He is deeply committed to providing pathways that promote equity and access for all students, regardless of upbringing or zip code. Mr. Hodges holds his Bachelor's degree in communication, and a multiple subject teaching credential from Fresno Pacific University. He participated in and completed the Central Valley Leadership Program (currently known as the Accelerated Leaders program), a cohort for emerging school leaders, in 2018. He is also a certified trainer in Stephen Covey's 7 Habits of Highly Effective People. Mr. Hodges is enrolled for the 2020-21 planning year in the RELAY: GSE Instructional Leadership Development Program. Mr. Hodges has experienced the full complement of Summit Learning Training from the teacher and the administration perspectives.

Summit Director, Aspen Public Schools: Hilary Witts

Expertise: Curriculum, instruction, assessment, and administration

Hilary Witts is the Director of Summit Learning at Aspen Public Schools. Ms. Witts graduated from CSU Fresno with a B.S. in Biology in 2003. She worked outside of education for a reference laboratory with intent to pursue research but decided to pursue her passion of teaching a few years later. In 2007, she began working as a science and math teacher for 8th-12th grades at Aspen Valley Prep (formerly Valley Prep Academy) in Fresno, California. Ms. Witts earned her credential in Biological Sciences and Introductory Mathematics. Additional honors include acceptance to the National Science Teacher Association New Teacher Academy as an Amgen Fellow. Ms. Witts successfully taught for ten years before being promoted to the administration team to manage the implementation and direction of the Summit Learning program for Aspen Public Schools. Ms. Witts has had extensive training with Summit Learning, as well as being hired as a Summit Fellow and praised for her ongoing contributions to the Summit ecosystem.

The Aspen Public Schools’ **Board of Directors** is composed of highly accomplished and experienced experts in education, business, non-profit management, fundraising and more. The Board Chair, Mr. John Grice, an experienced and highly successful international businessman, has managed large groups and has extensive knowledge in investment banking and project management. Ms. Mary Jane Fitzpatrick spent the last five years of her career as the Recreation Manager for the City of Fresno Parks and Rec department. Her tenure includes major management roles, fundraising and organizational development to provide access to healthy activities for students across Fresno. Ms. Deborah Torres is the development director for the Fresno Police Chaplaincy & Resiliency Center. Ms. Priscilla Robbins is the Director of the Rescue the Children program for the Fresno Rescue Mission. **Leadership Team resumes are attached in Appendix [G]. Board Member Request for Information from FUSD are attached in Appendix [H].**

Our school leadership and Board of Directors engage in needs-based professional development activities throughout the year. The content is appropriately disseminated to leadership, board members, staff, students, and families.

Summary of Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Lether									
Sands									
Hodges									
Witts									
Board Members									
Grice									
Fitzpatrick									
Torres									
Robbins									
Supporting Partners and Consultants									
Charter Impact									
Fresno City College									
Law Firm: Procopio									
360 Accelerator									
California Charter Schools Association									
Charter Schools Development Center									
California Coalition of Early and Middle Colleges									

Summit Learning									
Achievement First									
Educational Elements									
Silicon Schools Fund									
Turner Impact Capital									
Catalyst:Ed									
Fresno County Superintendent of Schools and Fresno County Behavioral Health: All 4 Youth*									

*FCSS and Fresno County Behavioral Health provide diagnostics under DSM5 and then connect our students to counseling services at school, a community hub, or in their home.

Growth Plan

The plan to spend a 'Year 0' (or a planning year) to build capacity, plan for the program, recruit students and ready the facility will promote a healthy and sustainable financial foundation as we add new students each year until capacity is reached. We will open our doors in August 2021 with a class of 50 7th graders, 50 8th graders, 50 freshmen and 50 sophomores. This number of students will promote strong culture building, a core value at all Aspen Public Schools. To build our model carefully, we will require a lean staff to ensure stable financials moving forward. Each year we will add a grade level and reach student capacity at approximately 500 students for grades 7-12 in the school year 2024-25.

	2021-22	2022-23	2023-24	2024-25	2025-26
7th Grade	50	50	50	50	50
8th Grade	50	50	50	50	50
9th Grade	100	100	100	100	100
10th Grade	0	100	100	100	100
11th Grade	0	0	100	100	100
12th Grade	0	0	0	100	100
Totals	200	300	400	500	500

2021-22 The first year will require 9 classrooms, a separate reception area, an open-learning/multi-purpose space and office space for staff, as well as some outdoor space for breaks and meals. In a lease from Fresno Rescue Mission, at the City Center property, ARPS will be located at 3821 N. Clark, Fresno, CA 93726. **Attached in Appendix [P] is a Lease Agreement.**

Students to Be Served

ARPS serves all students of Fresno and the adjacent counties and does not limit admission on the basis of disability, race, creed, gender, gender identity or expression, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. ARPS will strive to continue to reflect the demographics of the general population residing within the territorial jurisdiction of Fresno Unified School District and Fresno.

Aspen Public Schools Student Population for 2019-20

	Aspen Valley TK-8	Aspen Meadow TK-5	Fresno Unified School District (2018-19 data)
Enrollment by Number	431	232	70852
Hispanic	270	162	50337
Hispanic %	65%	70%	71%
Am Indian	5	3	403
Am Indian %	1%	1%	1%
Filipino	2	0	292
Filipino %	0%	0%	0%
Asian	7	7	7768
Asian %	2%	3%	11%
Black	54	30	5987
Black %	13%	13%	8%
Hawaiian	2	0	271
Hawaiian %	0%	0%	0%
White	60	20	6658

White %	14%	9%	9%
Multiple	17	6	1663
Multiple %	4%	3%	2%
Refuse to Answer	1	4	11
Refuse to Answer %	0.24%	1.72%	0.02%
EL	8%	15%	18%
Homeless	4%	7%	1%
SPED	10%	12%	12%
Immigrant	2%	3%	1%
Socioeconomically Disadvantaged	63%	84%	88%
Foster Youth	1%	0.4%	1%

Key Financial Implications

Aspen Public Schools has maintained a history of financial stability, including resiliency during the 2008-09 recession and obstacles during the opening of our second school site. We had an initial one-year term that caused us to juggle large loan repayments until our renewal. We had to find a new facility after a contract was broken on May 1st by potential landlords, before opening in August 2016. Each of these, and other obstacles created opportunities for us to learn and adapt to ensure fiscal sustainability for both schools. Our prior experiences make us better prepared for the additional grade levels and site expansion. **Attached in appendix [L] is a five-year budget. Attached in Appendix [M] is a Budget Narrative.**

Stakeholder Support

As the Aspen Public Schools community prepares to open Aspen Ridge Public School, we gratefully acknowledge the support and commitment needed from the Fresno Unified School District to be successful. APS believes our missions align and will continue submitting to oversight from the District to serve students.

The Aspen Public Schools board has been very supportive of our schools, while keeping an appropriate level of accountability for the budget, staffing and operations during the growth over the last few years. The stability of the board has been an asset as it promotes consistency in understanding of the decisions being made and a level of institutional knowledge that prevents pitfalls as we pursue additional growth. One of our board members has stepped down and we are in the process of welcoming a new board member.

Historically, APS families felt anxiety and uncertainty as their children approached seventh and eighth grades. The academic and social emotional progress made by APS students felt at-risk without enough quality middle and high school options. APS surveyed families and 80% said they would send their child(ren) to an APS high school with 17% answering maybe. Our families made it abundantly clear APS has their support to expand into grades 9-12. Since the Summit Learning Platform was implemented, promoting student growth, parents are interested in an opportunity for their students to continue in the successful Summit model, which currently doesn't exist in Fresno at the high school level.

Therefore, with the support and encouragement of the staff, community, board and families of Aspen Public Schools, we respectfully submit a charter petition to the Fresno Unified School District for Aspen Ridge Public School, 7-12. **Teacher Signature Page is attached in Appendix [A]. APS Future - Survey Results are attached in appendix [B]. Letter of Support from Mayor Lee Brand attached in Appendix [C], Letter of support from Dr. Robert Pimentel of Fresno City College attached in Appendix [D], letter of support from Fresno Rescue Mission attached in Appendix [E], and letters of support from Silicon Valley Schools Fund attached in Appendix [F].**

Organizational Structure

The leadership team of Aspen Public Schools ("APS") is composed of dedicated community leaders invested in the city of Fresno, experts in educational leadership and classroom instruction, and experienced school operators focused on creating high quality academic and social instruction for underrepresented youth. APS is also supported by many partners with robust expertise in curriculum, instruction, assessment, special education, human resources, finance, facilities, technology, development, governance, and more.

We restructured our organization in preparation for the grade level and site expansion. The new organizational structure allows us to set up efficient systems for our Business and Operations, frees up our Site Leaders to focus on the day-to-day of supporting teachers and improving student outcomes, and is guided by our CEO and CAO to maintain APS' mission and vision. **APS' new organizational chart can be found in Appendix [E]**

Aspen Public Schools' History of Success

Aspen Public Schools has partnered with Fresno Unified School District for the past 15 years and frequently has more than 100 students on waiting lists and receives calls almost daily inquiring about enrollment. Accomplishments include:

- Aspen Valley Prep Academy (AVPA) was named a "2015 California School of Character" – the only school to be recognized in California by character.org, a national educational organization devoted to defining and encouraging effective practices and approaches to quality character education.
- APS's partnership with Rescue the Children (RTC), an arm of the Fresno Rescue Mission that provides emergency and long-term services to abused, homeless, or previously incarcerated women or women with children, has resulted in the enrollment of 30 students to date who

reside with RTC, though some of these students in temporary housing enrolled in a Aspen Public School for just a short time. Currently we have eleven students enrolled who are in residence at RTC, with an additional nine students enrolled that are no longer residing in the RTC program, but their families – with support from APS– make the effort to ensure their children continue to attend our school.

- At all times, Aspen Public Schools have met its legal requirements in all aspects of governance and operations; there have never been any complaints, negative reviews or findings regarding compliance in the organization’s 16-year history.
- AVPA has strong and stable fiscal operations and always maintains a reserve in excess of 5%.
- Aspen Public Schools continually seeks to partner with the community, through connections to the Rotary Club, the Fresno Police Department, Bringing Broken Neighborhoods Back to Life, Fresno Metro Ministries, and other entities to promote a continued movement toward quality public education for all students.
- APS created a Director in Residence Program which trains dedicated teachers, from within the organization, on a pathway to school leadership.
- AVPA has been recognized as a **Spotlight School** (one of 12 out of over 400 schools) by Summit Learning for the implementation of the Summit Learning Platform and now recruits and mentors other Central Valley schools in the Summit Learning community.
- AVPA has trained and produced teachers in the Summit Learning program who have become mentors to other teachers nationwide.
- Highly positive reviews from the Fresno Unified School District (FUSD) Charter Schools Office, including a Renewal Site Visit Report issued September 20, 2016 that found that Valley Prep is achieving every expected measure of performance, including, for example:
 - “The school is implementing the mission and instructional program outlined in its charter or is making appropriate changes.”
 - “High quality instruction is evident in all classes throughout the school.”
 - “The school has strong instructional leadership.”
 - “The school is demonstrably effective in helping students who are struggling academically.”
 - “The school is implementing effective, appropriate instructional strategies for English Learner students.”
 - “The school is implementing effective, appropriate instructional strategies for special education students.”
 - “Over the Accountability Period, the school has met its academic Accountability Plan goals.”
 - “Parents/guardians and students are satisfied with the school.”
 - “The school has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program.”
 - “The school has established a governing board or other entity as described in its charter that is effectively engaged in its policy-making, oversight, and other roles.”
 - “The school has substantially complied with applicable laws, rules and regulations and the provisions of its charter.”

In addition to the many accomplishments as a network authorized by Fresno Unified School District, Aspen Public Schools has been **invited** to partner with many **national** organizations. **Summit Learning** and Aspen are entering the 5th year of partnership. In response to the APS exemplary response to the COVID-19 crisis, Summit offered APS a grant to partner with **Catalyst:Ed** and **Educational Elements** with a special emphasis on attending to Social Emotional student need during re-entry this Fall and beyond. Additionally, **Turner Impact Capital** has entered a facilities partnership with APS. **Achievement First**, a nationally acclaimed charter network, has invited APS to partner first through **Navigator Math** to improve math instruction in elementary grades, and recently through the **Charter Network Accelerator**, which provides executive coaching for senior leadership teams in a cohort model. **Silicon Schools Fund** has committed to partnership with APS, with intent to extend the collaborative work, by committing a grant that allows our leadership team to spend a Year 0 developing a solid foundation for our new 7-12 school, including a paid scholarship for our new Site Director to participate in RELAY/GSE. With each of these partnerships, our organization has been vetted through months and years long application and interview processes, including a deep dive into operations, academic data and finances.

Student Achievement Overview for Aspen Public Schools

Aspen Public Schools have always performed well in comparison with schools with similar demographics. APS is diligent in tracking data, analyzing data, and making changes based on student needs. The achievement data included in this executive summary provides an overall view of our middle school performance over the last 3 years. In **Appendix [S]** data is also broken down into significant student subgroups. While we perform well in comparison, APS is in a cycle of continuous improvement using our student achievement data to make informed decisions on student supports, teacher development, and instruction and curriculum.

Leadership Team and Plan

In order to ensure a strong foundation and sustainable model for ARPS 7-12, the leadership team on campus will consist of Corrie Sands, with 10 years of admin experience, who will be the Supervisor of the Site Director and ARPS school operations, and Joshua Hodges, with 4 years of admin experience, who will be the Site Director. Hilary Witts, who is the Summit Director, and has coordinated the Summit Learning implementation over the last 5 years, will also be on campus to support implementation and oversee master scheduling of all Summit classes.

Aspen Public Schools COVID-19 Response and Success

While we are incredibly proud of the progress we have made, particularly at the middle school level at Aspen Valley Prep, with the successful implementation of the Summit Learning Platform, our response to the current public health crisis eclipses our earlier success.

Aspen Public Schools made the difficult decision to close both campuses in response to the COVID-19 pandemic on Friday, March 13th, 2020, under the guidance of the Fresno County Health Department, and in collaboration with Fresno Unified and Fresno County Superintendent of Schools. After we announced the closure to staff, our administration quickly developed a plan for feeding students, continuing rigorous instruction to promote learning, and ensuring stability of income and benefits for our staff.

Our schools adopted a 1-to-1 device program long before this crisis. Within 3 business days of closure, all students had access to their Chromebooks, and our tech staff worked to ensure internet access for all. While all of our teachers, grades TK-5th worked quickly to create distance learning plans, our Summit Learning students in grades 6-8 missed nearly no time in school.

Summit Learning, and the expertise of our implementation of the platform, allowed our students to carry on, with the only real difference being the working space. The curriculum was not modified, every teacher maintained all classes and pacing, and even one-on-one mentor meetings have carried right on. Attendance has been tracked since March 16th and we have averaged between 85%-100% of students attending classes. Even our Summit Success Manager, Krista Purnell, had the following thing to say about our response to the crisis:

“As the Success Manager for Aspen Valley, I’ve been impressed with the team’s ability to pivot toward remote learning. The team was able to seamlessly adjust operations and systems to meet the needs of their students. As a result, we’ve seen active engagement of both students and teachers. As of 4/22/2020, 100% of teachers and 98% of students have been actively engaged on the learning platform within the past week. Students have continued to complete academic work on projects (89% in the past week) and receive feedback (87%).” (quoted on 4/22/2020)

We anticipate that our middle school students, particularly, because of our effective implementation and facilitation of Summit Learning, will not lose learning during this pandemic, and will be prepared for the next grade as a result of our efficient response.

Distance Learning Plan

As the pandemic has impacted our County for much longer than originally anticipated, Aspen Public Schools worked through the summer of 2020 to iterate and improve on our response to support students and families during this difficult time.

Aspen schools opened for classes on August 6, 2020 with 100% distance learning. Teachers met with each student and family to collaborate on an Individual Learning Plan to set goals and support family engagement as well as student success. Every student has access to daily, live, synchronous teaching in addition to asynchronous activities, enrichment opportunities, and support services for EL students as well as students with special needs. The entire Distance Learning Plan, for use during the pandemic only, in compliance with all applicable legal requirements, is attached in **Appendix [R]**.

ELEMENT A: EDUCATIONAL PROGRAM

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

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

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

Aspen Public Schools Mission and Vision

Our mission is to **transform the community by developing exceptional leaders** through the following:

- Comprehensive leadership development integrated into all aspects of the school day
- Personalized blend of rigorous academic and social-emotional learning
- Customized pathways to success for students, educators, and family leaders
- Promotion of innovative ways to meet educational challenges for all students
- Developing a network of community partnerships working toward positive social change

Our vision is a greater quality of life in Fresno where all families have access to opportunities and contribute to their communities. Our mission is to transform the community by developing exceptional leaders.

Our vision is based on the belief that *every child--and every adult--*can be a leader. We recognize that our students will have opportunities and face challenges in the future that we cannot even imagine today. Technological advances, the ability of individuals to interact globally in real time, and the vast proliferation of information exchanged all necessitate that our students develop skills and attributes inherent in the concept of leadership. Today there is a growing recognition--exemplified in the California Common Core State Standards--that problem-solving skills, abilities to think creatively, flexibly and analytically, while leveraging resources and discerning sources are not ideals, but imperatives.

The development of Aspen Ridge Public School perfectly aligns with our mission and vision to develop leaders in Fresno. The high school is a key piece that has been missing from our program that we now

have the capacity to implement with our in-house leadership pipelines, fiscal stability, facility options, organizational structures, proven academic success, and Summit Learning expertise.

Educational Philosophy

Our chief concern and primary driving question is “What is best for students?” This question guides the decision-making process for our school leaders, teachers, parents, and all other stakeholders. It also fuels our success. Our core values reflect our commitment to answering this question every day and underscore our educational philosophy:

1. We believe that every child is capable of college and career readiness. We know that all students are capable of learning at a high level and we are committed to ensuring that students are not only prepared for acceptance into a four-year college, but truly prepared for success in college, career and life, based on their preferred vision for their future.
2. We hire high-performing, qualified teachers. We engage them as leaders and provide extensive professional development every year.
3. We develop relationships with and support every student. Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.
4. We believe change is a good thing. We embody a culture of innovation to drive continued success.
5. We value diversity. Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world and deepens both academic and social learning.

Students to be Served

Aspen Ridge Public School 7-12 will serve students in grades 7 through 12, beginning with grades 7-9 in August of the 2021-2022 school year adding one grade per year until grade twelve, in Fall 2023.

Proposed Enrollment with grade level expansion 2021-2026

	2021-22	2022-23	2023-24	2024-25	2025-26
7th Grade	50	50	50	50	50
8th Grade	50	50	50	50	50
9th Grade	100	100	100	100	100
10th Grade	0	100	100	100	100
11th Grade	0	0	100	100	100
12th Grade	0	0	0	100	100
Totals	200	300	400	500	500

Student Demographics

Aspen Ridge Public School 7-12 will serve all students and will not limit admission on the basis of disability, race, creed, gender, gender identity or expression, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. ARPS will continue to target “at-promise” students in Central Fresno and children participating in the Rescue the Children (RTC) program. ARPS will reflect the racial and ethnic balance of the general population of FUSD.

	Aspen Valley TK-8	Aspen Meadow TK-5	Fresno Unified School District (2018-19 data)
Enrollment by Number	431	232	70852
Hispanic	270	162	50337
Hispanic %	65%	70%	71%
Am Indian	5	3	403
Am Indian %	1%	1%	1%

Filipino	2	0	292
Filipino %	0%	0%	0%
Asian	7	7	7768
Asian %	2%	3%	11%
Black	54	30	5987
Black %	13%	13%	8%
Hawaiian	2	0	271
Hawaiian %	0%	0%	0%
White	60	20	6658
White %	14%	9%	9%
Multiple	17	6	1663
Multiple %	4%	3%	2%
Refuse to Answer	1	4	11
Refuse to Answer %	0.24%	1.72%	0.02%
EL	8%	15%	18%
Homeless	4%	7%	1%
SPED	10%	12%	12%
Immigrant	2%	3%	1%
Socioeconomically Disadvantaged	63%	84%	88%
Foster Youth	1%	0.4%	1%

Surrounding Schools and Community

Fresno is one of the fastest growing cities in the United States, with the region having a growth of over 20% since 2000. Fresno is the largest city in the Central Valley and while it is metropolitan, Fresno is still largely agricultural. Fresno Unified School District is the 4th largest school district in California with 76 different languages represented over the last five years. FUSD serves over 74,000 students in preschool through 12th grade.

ARPS will reflect the range of Fresno’s cultural diversity and backgrounds. It will serve as an educational option for all students, particularly inclusive of those who are “at-promise” or who present unique learning challenges, including homeless and foster children, the academically accelerated, students who

have struggled in a traditional school setting, or need special learning accommodations (e.g. learning disabilities).

We will intentionally seek to enroll those students who are most underserved: socio-economically disadvantaged (including those in extreme poverty), foster youth, and children who are homeless or experiencing housing instability. With our strong and continuing partnership with Rescue the Children, and other community connections, ARPS will seek out the students who have the highest need for a stable, successful environment and serve them with the same high quality that we have demonstrated at our other schools for the more than 16 years. Our student body will be intentionally diverse, with a population that reflects the district the school is located in. ARPS will be open to all students who wish to attend, though we will focus our recruitment efforts (see Element G: Racial and Ethnic Balance) in Central Fresno. Below is a summary of the academic performance, academic engagement, and school climate and conditions of surrounding high schools in Central Fresno. ARPS will build on the academic and social-emotional successes of Aspen Valley (K-8) and Aspen Meadow (TK-6), currently outperforming surrounding schools serving near identical demographics. **(See evidence in Appendix [S], Student Achievement Data.)** ARPS will implement the Summit Learning Platform, with a dual enrollment option, to create an innovative and comprehensive high school experience blended with opportunities for college learning.

Meeting the Needs of Our Community

Within this broad spectrum of diverse families, ARPS will seek to serve all students, with preference for those who are “at-promise” or disadvantaged, including children in poverty, recent immigrants, English Learners, and those who face other challenges. We are confident that our history of success in serving such students at our other schools, and with our emphasis on leadership and 21st Century skills, a differentiated approach to learning, and intensive, holistic supports for students most in need, will continue to impact students and their families in positive ways.

APS is one of the oldest charter organizations in Fresno, with a history of knowing our community and serving the students in it well. APS has worked as an advocate for the Central Valley, and an ambassador of the Summit Learning, being one of the first to implement the platform in 2016. Our classrooms are frequently visited by other schools looking to make an innovative change for the sake of student growth.

APS also has a track record of serving students in vulnerable populations with success. That is why, in 2013, the Fresno Rescue Mission, through Rescue the Children, pursued a partnership with APS to serve the students living in their residential program. This relationship has been positive and has continued to grow, expanding to the Fresno Rescue Mission inviting APS to participate as an educational partner at the new City Center campus, which will draw multiple community benefit organizations together to serve families with a holistic approach, creating efficiency for families to access services essential to health and growth. This campus is along the Ashlan corridor, where APS has focused its efforts since the beginning.

ARPS is a response from our community to create a matriculation pattern through 12th grade with Aspen. The leadership team of APS understands the hurdles students of Fresno face. After much

research, the team agreed the most impactful offering is continuation of the Summit Learning Platform. In a city where only 20.8% of adults hold a college degree or higher, ARPS knows college is often not an option pursued for the population they serve. Secondary (middle and high school) programs are successful when the academics are rigorous with meaningful content coupled with individualized supportive services. This includes academic counseling and advisement, tutoring, study skills workshops, supplemental instructions, and/or student success courses. The implementation of the Summit Learning Platform is the ideal solution for a successful secondary school program in Fresno. The Summit Learning approach uses personalized teaching and learning to empower students to harness their inner drive for success.

Every Summit Learning school has three components:

1. **Mentoring:** ensures that each student is known and supported by a caring adult through weekly 1:1 check-ins
2. **Projects:** equips students with life skills that they will apply to real-world scenarios in college and career coupled with academic standards
3. **Self-Direction:** helps students develop the ability to set and follow through on short- and long-term goals

While other Fresno middle and high schools offer smaller settings, and the possibility of college credit, ARPS' program will be unique. Our educational philosophy is based on the question "What is best for the student?" This philosophy allows us to create a culture of high expectations while individualizing learning experiences and outcomes for each of our students. ARPS takes us one step closer to fulfilling our mission to transform the community by developing exceptional leaders, and our vision of a greater quality of life for people in Fresno.

Aspen Public Schools have wait lists each year. Historically, APS families felt anxiety and uncertainty as their children approached seventh and eighth grades. The academic and social emotional progress made by APS students felt at-risk without enough quality high school options. APS surveyed families before we started the effort to expand grade levels and 80% said they would send their child(ren) to an APS high school with 17% answering maybe. Our families made it abundantly clear APS has their support to open a high school, it is the missing puzzle piece in our organization.

ARPS is opening with support and key partnerships in Fresno. Evidence of support can be found in the following appendix: Teacher Signature Page attached in Appendix [A]. **APS' Future - Survey Results are attached in Appendix [B]. Letters of Support are attached in Appendices [C-F]**

Response to AB 1505

In response to the new legislation in AB 1505, under which an authorizer may consider impact to the district, Aspen Public Schools asserts that while our proposed charter does offer a dual enrollment option, there is not another high school in the district that implements the Summit Learning program. As a result of the implementation of Summit Learning in our middle school program, student achievement has dramatically improved. To build on this student success, the natural response is to seek to expand the program to include grades 9-12 to accommodate students wishing to continue with Summit Learning. Aspen Public Schools have been an ambassador for Summit Learning in the Central Valley. We have championed the program to bring attention and philanthropy to the Valley, and to promote more high-quality options for our wonderful Fresno students.

In our proposed area of enrollment, there is a clear academic need for high quality, rigorous academic programming that would offer students an opportunity to build Habits of Success that will promote future citizens of Fresno who are prepared to contribute and improve their socioeconomic status. This aligns with the Aspen vision of a greater quality of life for all people in Fresno.

In terms of the fiscal impact on the district, since the students in attendance at the two existing Aspen Schools are likely to apply to attend ARPS 7-12, the impact would be neutral to minimal. Additionally, as a result of service to students outside the FUSD boundaries, APS draws many students from neighboring local districts as well.

What is Summit Learning?

Summit Learning is a research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher relationships that prepare students for life beyond the classroom. Created by educators with experience in diverse classrooms, Summit Learning is grounded in decades of research about how children learn. With Summit Learning, students gain mastery of core subjects like math, history, English, and science, while also carefully developing the skills and habits of lifelong learners. The Summit Learning program offers schools customizable curriculum, a range of educational resources and technology tools, professional development for educators, and ongoing coaching and support for schools. The Summit Learning program supports over 80,000 students, 4,000 educators, and nearly 400 schools across the U.S.

Through the Summit Learning Program, teachers, students, and families have access to a software platform: the Summit Learning Platform. Developed by educators, the Platform includes a complete curriculum for grades 4-12 with projects, content, and assessments—all of which can be customized by schools. Aspen Public Schools currently uses Summit Learning in grades 5-8, with the intent of completing the continuum, by offering the first Summit Learning high school in Fresno.

Just like schools have filing cabinets containing homework, report cards, and teacher notes, the Summit Learning Platform provides a central place to help teachers and students organize their work. The Platform also offers additional features to support teachers, students, and parents/guardians.

For example:

- Teachers use the Platform to track student progress and provide individualized support to meet students' needs.
- Parents/guardians can log in to see exactly what their student is working on and how they're progressing at any given time.
- Students use the Platform to access learning resources, submit assignments, receive feedback from teachers, set goals, and reflect on their learning.

What are the strengths of using Summit Learning?

- **Ongoing Support:** Each Summit Learning school receives a dedicated mentor who walks alongside them through the implementation of the program.

- **Professional Development:** Summit Learning educators receive in-person and on-demand professional development. Schools gather at [regional convenings and trainings](#) multiple times throughout the year.
- **Curricula & Assessments:** Standards-aligned, customizable projects, and content for grades 5-12, made by teachers, for teachers.
- **Summit Learning Platform:** The “backbone” of the Summit Learning Program, the Platform is a free online tool that supports a personalized approach to teaching and learning for students, teachers, and families.

From the Parent perspective:

As a parent/guardian, the Summit Learning helps to support each child's academic success, as well as their college readiness, at home. Summit Learning allows every student to have a personalized learning experience because it is catered to each individual student's goals, aspirations, and dreams. Students set individual goals, create roadmaps to achieve them, learn content at their own pace, and dive into meaningful projects that connect to the real world.

Summit Learning doesn't replace teachers or face-to-face instruction. Each class is taught by a credentialed teacher. With Summit, teachers have complete access to see how their students are performing on a daily basis and use that data to personalize instruction and provide additional support through mentoring and coaching. The platform comes with a comprehensive curriculum developed by teachers in classrooms and each course includes meaningful Projects, rigorous content, and assessments, all of which can be customized. Teachers can adapt or create new content and Projects to meet their students' needs.

Parents appreciate having unparalleled access to their child's educational experience. Parents have a direct window into what their students are working on a daily basis with Summit Learning. We encourage parents to check the platform weekly in order to understand:

- The current Projects your student is working on and whether your student is completing Projects on time
- Your student's Cognitive Skill performance and whether they're on track to meet their individual goals
- Your student's performance on Content Assessments and whether they're on track to meet their individual goals

When you view your student's dashboard, you'll see everything your student sees at school, from their current assignments to a year-long view of their progress.

Habits of Success

Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits.

Summit has adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016). The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner.

Habits of Success include the development of skills in five categories: 1. Healthy Development (Attachment, Stress Management, Self-Regulation); 2. School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive Functions); 3. Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School); 4. Perseverance (Resilience, Agency, Academic Tenacity); and 5. Independence and Sustainability (Self-Direction, Curiosity, Civic Identity).

We believe that students develop Habits of Success within the communal, relational context of a classroom. While other frameworks focus more heavily on the interaction between a student and his or her individual academic trajectory, our framework situates learning “within the social context of a classroom through a set of key relationships a student develops with teachers, peers, and other adults” (Stafford-Brizard, 2016).

The Habits of Success framework was designed with an understanding that foundational skills are prerequisites for higher-order skills; skill development happens on a developmental pathway that integrates cognitive, social, and emotional skills. The framework acknowledges that children do not always get the same start in life and do not all follow an identical path. It helps provide guidance to educators on how to support students who have experienced trauma and other adverse circumstances.



Management Plan

2019-20: APS has updated our organizational structure in preparation for the addition of ARPS. (See **Org Chart in Appendix E**).

2020-21: The preparation and responsibilities during year 0 will mainly be handled by our ARPS Site Director with the support of our CMO leaders, Shelly Lether and Corrie Sands. The Site Director position will be filled by Joshua Hodges, who has served in administration at one of the existing Aspen schools for the last 3 years. The responsibilities of Site Director include, but are not limited to, the following in year

0: Hire teachers and staff. Implement marketing and recruitment plan. Secure philanthropic unrestricted grant funding. Work closely with Fresno City College to secure an MOU to offer dual enrollment classes. Navigate facilities preparation with Fresno Rescue Mission at City Center.

2021-22: The staff will be lean to account for the 7th-9th grade only enrollment of roughly 200 students. The Site Director will have a strong, but small team, including credentialed teachers, a credentialed special education teacher, as well as an academic counselor, who will implement the program, including collaboration with the counselor and instructors from Fresno City College to begin the dual enrollment experience with a few classes for 9th grade students. .

2022-23: Additional staff will be added, including more appropriately credentialed teachers, and support staff, to ensure appropriate implementation of the Summit Learning program and adequate student supports to ensure student success.

2023-24: A full staffing model will be in place to complete Summit Learning high school experience for students. The administrative staff that serves the charter management organization for both Aspen Public Schools will provide the same level of excellent support to the high school expansion as they have to the thriving current programs. Key activities: all students will have an individual learning plan to determine their strengths and interests in order to receive guidance toward a pathway that suits each student's desired outcomes for the future. Additionally, students will be provided with mentoring and support that fit their individual needs to ensure success in both high school and available college classes. This includes, but is not limited to, tutoring, advisory periods, support classes when needed, and any accommodations or services that promote student success.

Educated Person in the 21st Century

APS believes the school's mission of core academics integrated with leadership education reflects how an educated person will succeed in the 21st Century. We believe that when social emotional skills are taught alongside standards-based curriculum, students become productive and healthy members of our community. Our goal is to see each student develop the essential qualities necessary to be a leader in their own family and in our community. The 21st century educated person is one who is an empathetic, global thinker who can apply their impact locally. Students today must be able to process the opportunities and dilemmas that arise from changes in the political, social, economic, and environmental conditions in the community and the world. As adults, these students will be the leaders who are making decisions that will affect our world in the 21st Century. Students at ARPS will acquire the academic and practical foundations necessary to understand these global and local issues, enabling them to make more informed decisions as adults and leaders. The naturally competitive nature of the 21st century economy requires citizens in the United States to vie with others from around the world for employment opportunities, as companies change their operational models. Globalization of the economy places requirements on students to possess a deeper understanding of other countries, their cultures, and economies. Cooperation and ever-adapting competencies will be mandatory skills for students in the 21st century. This is a challenge that will require an educational program that is far more interdisciplinary in composition than in the past. Educating students for work and citizenship in the 21st century, ARPS will develop students as empowered learners, critical thinkers, effective communicators, and dynamic leaders who embody our values of empathy, responsibility, compassion, curiosity, courage, and integrity. Students will master cognitive skills such as reading, writing, speaking/listening, problem formulation, conducting research, and data analysis and interpretation. Habits of success in categories

such as self-awareness, stress-management, agency, social awareness/relationship skills, and self-direction, will balance a focus on skills and content knowledge. The ARPS educational program will create the conditions under which its students will become self-motivated, competent, and life-long learners.

How Learning Best Occurs

ARPS believes that learning best occurs in an environment that is designed to support each and every student and that successfully implements the following features:

- Common Focus
- High Standards and Performance-based Assessment
- Individualized student focus
- Safe, Consistent Relationships
- Authentic Curriculum and Learning
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Faculty Time Dedicated to Collaboration and Professional Development
- Family Engagement
- Community Partnerships

ARPS will use the Summit Learning platform, in a classroom setting, as part of a seat based program as the comprehensive learning management system to support all grade level curriculum, goal setting and feedback. The interaction with the classes and the teachers via Summit Learning is how the grades for each student are determined. The entire model is designed to promote a growth mindset, working with each student toward proficiency on each standard. It breaks away from traditional methods of education in which students get limited opportunities to demonstrate proficiency. The lessons are dynamic and build connection to the real world. The projects teach life skills, like collaboration, interpreting data, and presenting a persuasive argument.

In addition to projects, students are taught through personalized access to a vast resource hub. Teachers guide students about how to access resources, how to synthesize information, how to take notes, how to determine the best way that each student learns, and how to persist. Students develop resilience, responsibility and a sense of pride as they move through information designed to deliver content knowledge based on the standards at a pace that works for them.

As with many innovative, new ideas, Summit Learning has had critics. Extensive research has been done to demonstrate the effectiveness of Summit Learning and has been reported in a white paper called 'The Science of Summit.' APS has linked the in-depth research and resources to the website. You can find it here: https://valley.aspenps.org/pdfs/2018_science_of_summit_2.pdf

Curriculum and Instruction

Charter schools will have at least 175 days of instruction and (1) For each fiscal year, offer, at a minimum, the following number of minutes of instruction: (C) To pupils in grades 4 to 8, inclusive, 54,000 minutes. (D) To pupils in grades 9 to 12, inclusive, 64,800 minutes

Program Design

ARPS is a site-based program. Students are expected to attend school daily and follow a prescribed schedule (Appendix J – Sample Academic Calendar). Core instruction in the High School will take place between 8:30 AM and 3:45 PM. Additionally, we will apply for After School funding, and will work to provide tutoring and support for students who may need assistance with their classwork, based on monitoring by each student’s mentor. ARPS will have at least 175 days of instruction for and for each fiscal year and offer, at a minimum, 54,000 minutes of instruction to students in grades 7-8, and 64,800 minutes of instruction to students in grades 9-12. In addition to the full course load taught at the school site by ARPS credentialed instructors, high school students will have the opportunity to engage in dual enrollment community college courses, and potential internships.

ARPS will be a **site-based** program using the Summit Learning Platform. Summit Learning has fundamentally changed the way teachers, students, school leaders, and families experience education. Students understand what they are learning, why they are learning and how they learn best. Students learn to advocate for themselves, know their passion and interests, and have a long-term goal and plan rooted in these passions and interests . This approach coupled with the dual enrollment opportunity propels our “at-promise” population to succeed through high school and potentially earn an associate or bachelor’s degree, transferable college credits to a four-year university, or obtain a skills certificate. ARPS will partner with Fresno City College to provide dual enrollment opportunities for students who meet the eligibility requirements. Students who do not meet our eligibility requirements to concurrently enroll in college courses will have access to rigorous Summit coursework and curriculum.

The environment will be **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. ARPS will provide these opportunities to its students and faculty through its small size (~500 students at capacity) and low student-to-teacher ratio. In addition, ARPS will facilitate productive teacher- student relationships by minimizing the number of different students each teacher sees during a given academic term. We also will support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

The environment will be personalized via an **advisory program**. Each student will have one faculty member serve as his/her mentor all six years. The mentor will have brief weekly meetings with the mentees. Students will also have access to an advisory period course that will support both a healthy, balanced, and productive high school and early college experience while ensuring success in early college classes as well as preparation of future education plans. In addition, it will develop academic literacy skills.

The program will foster **self-discovery and goal setting**. ARPS students will explore their values, ethics, interests, passions, talents, and visions for the future. They also will consider the contributions they would like to make in the world. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student will have an **Individualized Learning Plan (“ILP”)**. As part of the self-discovery and goal-setting process, mentors will work with students to identify what they need to study and learn to

achieve their goals. Parents will be meaningfully engaged as partners in this process. The mentor and student, in collaboration with his or her parents, will develop an Individualized Learning Plan that reflects the student's learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential, pursue their individual passions, and take personal responsibility for their own learning and success. Each year, students will participate, with their mentor and parents, in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences. This process will help them to begin the next cycle of self-exploration, goal setting, and planning. Increasing students' self-awareness and their participation and experience in setting goals and evaluating how well they are doing in reaching those goals are important skills that are essential for success in the 21st Century workplace.

The faculty will consist of **high performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications. Master's degrees will be encouraged, but not required, among faculty in order to support dual enrollment college instruction on the high school campus. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and ongoing basis to support teachers throughout their career. In establishing a professional teaching environment, ARPS will ensure collaborative planning time for teachers to design and implement interdisciplinary curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content.

All teachers at Aspen Ridge Public School will be appropriately credentialed for the grade and subject assigned. Middle and high school courses will be taught by instructors who hold California teaching credentials.

Dual enrollment courses will be taught by an appropriately qualified instructor. If an Aspen faculty member teaches a dual enrollment course, s/he will be qualified to teach the class by holding the required Master's degree in that particular subject area. If an Aspen faculty member is not qualified to teach a dual enrollment course, an appropriately qualified instructor from Fresno City College will teach the course.

There will be an emphasis on **culture and professional development**. The culture of the school will be that of a learning community in which each member works towards a set of individual goals, takes responsibility for the success of their own ILP (personal learning plan), and is nurtured by the community to reach their highest potential. Teachers, administrators, and staff will work with a professional mentor or coach to develop annual goals and to set up an evaluation process similar to the students' ILP. This process is highly motivating and supportive for teachers, and is likely to enhance retention, as teachers are respected, have access to a career path that continues to develop and mature over time, and have mechanisms through which they may address career issues in a supportive environment.

Students will be expected to attend school daily. The ARPS class and bell schedule shall be created to mirror and align with the class schedule at Fresno City College in order to promote and provide access to dual enrollment opportunities for ARPS high school students. **Appendix [J], Proposed Academic Calendar**. Core instruction will take place between 8:30 AM and 3:45 PM. Additional support and learning opportunities will happen before 8:30 AM and between 3:45 PM and 5:30 PM and on weekdays as after school funding is sought. The school will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 54,000 minutes for students in grades 7-8 and 64,800 minutes of instruction to students in grades 9-12. In addition to the full course load taught at the school site by ARPS

instructors and available dual enrollment courses through Fresno City College, students will have the opportunity to engage in distance learning online, community organization classes, clubs and internships.

Middle School: Grades 7 and 8

7th Grade	8th Grade
<i>Summit Learning:</i>	<i>Summit Learning:</i>
English 7	English 8
Medieval History 7	US History 8
Math 7 IM	Math 9 IM
Integrated Science 7	Integrated Science 8
PE	PE
Elective	Elective

Middle school is a critical foundational time. All students will receive weekly mentoring in order to develop a relationship with a safe adult who will help guide the student in setting and meeting goals to promote a successful middle school experience. All students will be prepared in the middle school years with a college bound mindset and habits of success, helping them transition into a dual enrollment experience beginning in the 9th grade.

High School: Grades 9-12

9th Grade	10th Grade	11th Grade	12th Grade
<i>Summit Learning:</i>	<i>Summit Learning:</i>	<i>Summit Learning:</i>	<i>Summit Learning:</i>
English 9	English 10	English Language	English Literature
Modern World 1	Modern World 2	US History	Civics or Economics or Government
Algebra 1 or Math 1	Geometry or Math 2	Algebra 2 (IM) or Algebra 2/Pre-Calculus or Math III (IM) or Math III/Pre-Calculus	Modeling and Statistics
Physics	Biology		Environmental Sciences
PE	PE		Advisory
Advisory	Advisory	Advisory	
<i>College Electives:</i>	<i>College Electives:</i>	<i>College Electives:</i>	<i>College Electives:</i>
Counseling (S1)	Spanish (S1/S2)	Career Pathway Sampling:	Career Pathway Sampling:
Health (S2)	CIT (S1)	Business	Business
Speech (Summer)	Art Appreciation (S2)	IGETC	IGETC
		*possible internship	*possible internship

Students at ARPS will have a strong middle school foundation, in which all core academic classes will be taught using Summit Learning. After the completion of 8th grade, all high school students will be expected to take and pass at least 2 dual enrollment courses through Fresno City College, and will have the opportunity to earn up to an Associate Degree by taking dual enrollment courses in their chosen pathway. The goal is for every student to graduate having met, at minimum, the California state graduation requirements.

Dual Enrollment Option

The population Aspen Public Schools has been serving for the last fifteen years are perfect candidates for a dual enrollment opportunity. Our program will incorporate appropriate and personalized support to ensure that students are able to meet all applicable CA state high school graduation requirements .

All students meeting the eligibility requirements will have the opportunity to take college classes. While there are other dual enrollment opportunities in Fresno, ARPS will be unique. Students can enroll at any point if space is available, making this program more adaptable to student and family need. This is not a magnet program but instead will stay consistent with our mission and vision to serve students in service to a greater quality of life for all families in Fresno.

All core academic courses that are not dual enrollment will be offered via Summit Learning and taught by an appropriately credentialed and qualified teacher. All classes offered as dual enrollment will be taught by either a credentialed and qualified Aspen teacher, or by a credentialed and qualified Fresno City College instructor.

The following 11th and 12th grade schedules are samples of what a student course load may look like in various pathways. The personalized nature and relatively small size of ARPS will allow for individualized plans and pathways to be set and reviewed frequently for each student to ensure maximum success and personal goal setting and achievement.

Sample 11th Grade Schedule (IGETC Pathway)

	Semester 1	Semester 2
English	English Language	English Language
History	History 11*	History 12*
Math	Algebra 2 or Pre-Calculus	Algebra 2 or Pre-Calculus
Science	Anthropology 1*	Geology 12*
Elective	Advisory/Support	Advisory/Support

Sample 12th Grade Schedule (IGETC Pathway)

	Semester 1	Semester 2
English	English 1A *	English 1B*
History	Gov/Civics	Econ 40*
Math	Math 11*	Statistics
Elective	Advisory/Support	Advisory/Support
Elective	Internship	Internship

Sample 11th Grade Schedule (Business Finance and Accounting Pathway)

	Semester 1	Semester 2
English	English Language	English Language
History	History 11*	History 12*
Math	Algebra 2 or Pre-Calculus	Algebra 2 or Pre-Calculus
Elective	Acctg 4A*	Geology 12*
Elective	Advisory/Support	Advisory/Support

Sample 12th Grade Schedule (Business Finance and Accounting Pathway)

	Semester 1	Semester 2
English	English 1A *	English 1B*
History	Gov/Civics	Econ 40*
Math	Math 11*	
Elective	Acctg 4B8	BA35*
Elective	Advisory Support	Advisory/Support

Goal

Aspen Ridge Public School prepares all students, especially those who are at-risk and underserved for academic success, leading to professional careers through a blended high school and college curriculum, preceded by a strong middle school foundation.

ARPS will achieve this mission by offering personalized, project-based learning, using Summit Learning. In grades 9-12, all students will access a dual enrollment experience, with differentiated support through a nurturing, family-based school culture. ARPS is structured on the premise that career pathways are available to all students. ARPS career pathways will provide students high school and college courses, internships, and hands-on experience directly aligned to each student’s career pathway of choice and post-secondary plans.

Aspen Ridge Public School is a place where all students develop character and leadership, while acquiring the core knowledge and skills necessary for high school academic achievement, college admission, college graduation, and ultimately, success in today’s 21st century and the workforce. The Aspen Way of Leadership was codified in a partnership with Education Elements during the summer of 2020. During this work, EE guided an Aspen staff team to integrate practices that have been used to develop character and leadership throughout APS history. Components of this practice include: Character Counts, the 7 Habits of Highly Successful People, PBIS, Habits of Success (Summit Learning), all organized by the CASEL core competencies. By the end of the collaboration, the product developed was

an Aspen SEL Toolkit, designed to communicate clear expectations to Aspen students, staff and families about how our system supports development of the whole student. Our intent is to have common language and practices to support students and families in APS as students develop into the leaders of tomorrow.

With unwavering high expectations for all stakeholders, ARPS will provide a high-quality blend of high school and college courses to all students. These courses will be centered on a career pathway of student choice. Students will take core content high school courses meeting California graduation requirements and career focused electives at the community college to increase college and career readiness while gaining transferable college credits. Sample career pathway courses include (but are not limited to):

Pathway	Sample Electives
IGETC (Intersegmental General Education Transfer Curriculum) to CSU and UC	English Composition Art Appreciation Spanish History of the United States Biology Mathematical Concepts and Quantitative Reasoning
Business and Finance	Introduction to Business Finance and Accounting Human Resources Entrepreneurship

The dual enrollment program, differentiated support, and structured, nurturing environment will effectively prepare students for success in college coursework or career after high school graduation. Integrated into this educational program will be the Aspen Leadership Way. These habits will develop and empower students’ and families’ capacity to support sustained success in higher education, career, and beyond. Additionally, the ARPS program will help families recognize and build upon their assets so that they can obtain their future goals. ARPS will balance these ambitious goals by developing a rich, enjoyable, and memorable school experience through a nurturing, family based school culture. ARPS will start with 50 students in 7th grade, 50 students in 8th grade, and 100 students in 9th grade and grow over the next five years to serve a goal of 500 students in grades 7-12.

Dual enrollment is an accessible opportunity for all students to save time and resources, while developing soft skills necessary for success after graduation. ARPS intends to have every student meet the California state graduation requirements, in addition to completing at least two college level courses. Aspen Public Schools recognizes the genius in every student and intends to promote the highest and best use of every student’s gifts, encouraging all students in all subgroups, to seek the greatest possible benefit from access to a rigorous high school curriculum and access to dual enrollment college courses.

The ARPS system will include a strong middle school foundation, where students will access Summit Learning exclusively as their core academic program. Statewide data suggests that middle school is a time when students struggle academically. We know that it is critical for success in high school and beyond for students to have a strong middle school experience. APS has demonstrated success with middle school students, with a 30 point gain in ELA and Math on CAASPP in the last 3 assessed years. The intent is to provide a strong start in order to keep these students engaged and position them for success toward their preferred future.

Beginning in 9th and 10th grades, ARPS students will receive access to college level courses, on the ARPS campus, to create an introduction and build capacity for all students to engage with college level courses.

Support for Students

In all grades, 7-12, ARPS students will be provided with aligned support to experience success in Summit Learning and dual enrollment classes.

ARPS will ensure that all 9-12 grade students will have access to the dual enrollment program. This will be accomplished through a proactive plan that engages all stakeholders. We have created a system of support, including an Individualized Learning Plan for every student, supported by an assigned mentor to ensure all high school students have access to college level coursework. Through weekly, personalized mentoring, students will all be able to access necessary interventions and support strategies to ensure all students complete state graduation requirements, the strengthening of self-efficacy, agency required to advocate for themselves, and ultimately positions each student for a successful career or 4-year college experience. The strong commitment to every student will be achieved through resources devoted to staffing and technology that addresses the needs of each student.'

Student progress in all grades will be monitored and, when appropriate, interventions will be applied. Interventions will be determined by data monitoring in all classes, and will include a variety of options, including: EL designated time, IEP services, 504 accommodations, tutoring, aligned support classes, etc. The small size of the school and intentional relationships with students will allow staff to address specific student concerns and adjust interventions accordingly.

Advisory periods will include opportunities to complete work from high school and dual enrollment classes with staff support. Students will have access to tutoring and support to promote success and a passing grade in each class. Students will have grade/work checks in advisory, in addition to their weekly mentor meetings. If grade checks reveal that a student is at risk of not passing a college level class, the student will be provided supports, and will be withdrawn to protect the student's future class opportunities. In the event that a withdrawal happens, a conference will be held to determine how to help the student gain access to the skills required for the course and re-enroll when the student is ready.

A strong partnership between ARPS and Fresno City College will include regular interaction between the Site Director, the academic counselor and the Fresno City College counselor and liaison. Accommodations and interventions in the college classroom will be available to ARPS students as they are in the high school classroom.

Aspen has a strong history of providing social emotional support to students as well. Our organizational staff includes a school psychologist and a counselor, in addition to a solid partnership with All4Youth, with the intent of providing a full range of services and support to ensure student and family success and well-being.

Eligibility Requirements for college courses: All students will receive rigorous academic instruction in Summit Learning middle and high school course work that meets CA state graduation requirements. All students will be encouraged to meet the qualifications to be enrolled in college coursework. The requirements to enroll in college courses are: maintaining a minimum 2.0 grade point average (Site Director’s discretion), in addition to acceptable attendance and behavior at the high school. It is the intent of ARPS that every student would have equal access to the dual enrollment opportunity, with the goal of every student taking and passing at least 2 college classes.

Pathways offered include (but are not limited to): Transfer to a CSU/UC, and other pathways as determined based on student interest and preference. Each student has an individual learning plan that they work to develop with the Academic Counselor. This plan will help them target eligibility to earn a certificate as part of a pathway, or transfer to a CSU/UC, in addition to a pathway that fits their preferred future.

Distance Learning

With the success experienced in the spring of 2020, and a strong start, with an average of 95% attendance during the Fall 2020 session, APS anticipates strong outcomes for students during the unprecedented circumstances created by the pandemic. The attention to detail, family relationships and individual student need during Distance Learning speaks to the strength of the APS program and staff to do whatever it takes to serve students well. Aspen Public Schools, in response to the pandemic, has partnered with Education Elements, an education consultant firm, to further define and develop the Aspen Way of leadership development. It is so clear that students require social emotional development in healthy balance with academic development to produce a whole and healthy adult who has capacity to contribute to his/her community. After a careful review of existing models, Aspen is working to combine elements from Character Counts, Leader in Me, the Summit Habits of Success, Discipline that Restores, PBIS and other sources to produce a framework that will support teachers and students to build a healthy community that promotes belonging, connection and growth toward healthy adulthood for all students.

As stated in the Executive Summary, distance learning shall be provided in accordance with the Charter School’s Distance Learning Plan, for use during the pandemic only, in compliance with all applicable legal requirements.

Pedagogy / Teaching Methods

ARPS recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, ARPS will employ a range of pedagogical strategies that are considered “best practices” in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding. Teachers, staff, and administrators will be provided weekly on-site professional development and opportunities to attend “as-needed” professional development off-site. Teachers will

create a Personal Educator Plan each year and meet with administrators throughout the year to discuss plans and goals.

Differentiated Instruction: Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers will be trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests.

ARPS will employ many structures to help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. The ARPS skill- and project-based learning model allows teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students will also be provided with multiple modes to acquire knowledge and skills, based on their prior preparation and learning style, including online resources, projects, coaching, and more. Other strategies that teachers will utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

Interdisciplinary Curriculum: To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips will integrate the various core curricular areas whenever possible.

Project-based instruction: Projects will link the curriculum content with students' real-world experiences, making learning more relevant and valuable to their lives outside of school. Research on project- and problem-based learning indicates the importance of connections between the classroom curriculum and the "world beyond the classroom". Students engaged in projects that are relevant to their lives tend to learn more quickly and are more motivated to learn.

Workshop Model: Teachers at Aspen use the workshop model to introduce new concepts and provide additional support to students struggling with difficult ones. This approach is favored because it allows students to learn by doing, as the teacher explains and models the skill or concept and students subsequently engage in guided and then independent practice.

Socratic Seminars: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. ARPS teachers will utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success. These seminars will often be used as the structure during community or advisory time.

Curriculum

The curriculum and dual enrollment opportunities at ARPS will offer a foundation of academic content knowledge in six core content areas, and poise students to transfer to a college or university with the academic literary and high-order thinking skills required for post-secondary education. The curriculum will be aligned with the California State Standards as well as the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects and Mathematics. All core courses will be approved by the University of California to meet the A-G requirements. The focus of the curriculum will be rigor and relevance, with a dedication to meeting the needs of a heterogeneous population.

Upon completion of the ARPS graduation requirements, unless a student is working on a modified course of study, students will have met or exceeded the University of California's A-G subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year and upon new student enrollment and posted on the school website.

Core Academic Coursework: Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. Our program will incorporate appropriate and personalized support to ensure that students are able to meet CA state graduation requirements. **College Courses:** ARPS students will increase their ability to navigate and succeed in college coursework during high school. Eligible students will concurrently be enrolled at Fresno City College. Dual enrollment courses will take the place of the assigned class in the Summit Learning model, or fill a college elective credit, earning the student high school and college credits concurrently. Students will be assessed for college course readiness each semester through a multi-faceted monitoring system. Students will be monitored for: academic progress, attendance, behavior, and given the opportunity for personal reflection. In addition, students taking college courses will be monitored throughout the semester and provided with support and intervention as needed to ensure they are successful or drop a course, if needed. Students in grades 9-10 who are eligible to take college courses will receive instruction on the ARPS campus. Beginning in grade 11, students will have the opportunity to receive dual enrollment college instruction either on the ARPS campus, or on the campus of Fresno City College. ARPS will provide access to Bus Rapid Transit for students and a staff liaison on the Fresno City College campus. Students will have the opportunity to learn the critical skills of navigation and self-advocacy on a college campus. Students in grades 11 and 12 will still spend daily time on the ARPS campus, including any Summit classes and advisory period.

Technology: Students will develop technological proficiency in the areas of word processing, graphic design, spreadsheets, slide presentation, and internet research within their core academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life.

Approved Courses: All courses offered at ARPS and Fresno City College in the six core subject areas will be approved to meet the school's graduation requirements.

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school.

ARPS intends to teach the courses listed below at this time.

Each course listed is a one-year course or the equivalent of one (1) UC credit or a traditional high school’s ten (10) credit course. The course descriptions and curriculum will be modeled on the courses approved by the UC system. **Sample course descriptions in Appendix [N].**

Graduation Requirements

Our students will meet the state minimum for graduation requirements (if eligible for a diploma) for all coursework. The course work will be completed with the option to substitute college coursework for high school required courses. Unless otherwise specified, or enrolled in a dual enrollment course, each course shall have a duration of one school year.

Graduation Requirements: To be eligible for graduation from ARPS, students must meet the following requirements: Complete the following number of approved year-long courses with a C- grade or better:

	CA requirements	A-G
History	3 years , including Gov/Econ	2 years , including World History, US History and Gov/Econ
English	3 years	4 years
Math	2 years , including Alg 1	3 years , including Alg 1, 2 and Geometry
Science	2 years , including Bio and one physical science	2 years , including Bio, Chem or Physics
Language	1 year , can be VAPA or language	2 years
VAPA		1 year
College Prep Elective	n/a	1 year , grade of C or better in transferable course from categories A-F
PE	2 years	n/a

At ARPS, the goal is for all students to graduate by meeting the minimum of the California state graduation requirements, with the intention to encourage all students to also meet the UC/CSU a-g requirements, further expanding their options following graduation.

The nature of the ARPS program will serve students by offering appropriate support to take and pass the classes offered. Planning will happen with the student, mentor and family, during regular Individualized Learning Plan meetings, and each student’s course of study will match the student’s preferred pathway.

Graduation requirements may need to be modified over time. Such changes may be made on approval of the Aspen Public Schools Executive Director. The Site Director will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school after the first semester of 9th grade, the Site Director will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework and how to adjust the course sequence to ensure the student meets CA state minimum graduation requirements

Common Core Alignment

Aspen Public Schools, Inc. is committed to ensuring that all students succeed in college, their careers, and in life, and embraces the Common Core's alignment to college and career expectations. Like the Common Core, ARPS emphasizes cognitive skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce.

Every Aspen teacher is trained on the implementation of Common Core using best practices and many are now training other teachers on the use of these resources.

Special Populations

ARPS offers a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. The very design of ARPS allows every student to access content and instruction at their grade level. Students will participate in projects and content designed to challenge each one of them to push their learning and gain endurance and the ability to persist. The staff ratio and intentional advisory periods built in allow for teachers and staff to differentiate as necessary to meet all student needs. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

Academically Low-Achieving Students

The faculty of ARPS will use regularly administered assessments, such as NWEA MAP, SBAC, ELPAC, Summit content assessments, and other externally and internally developed assessments, to identify students who may be academically low-achieving or needing intervention at the beginning of the year and in regular cycles throughout the year. The ARPS goal is that all students graduate high school ready for college, so students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for intervention and additional support. Through the process of the Individual Learning Plan and conference, parents/guardians will be involved in the conversation about their student's progress, goals and plan for intervention. Regular progress reports will be offered to measure student growth.

Educational research and best practices in pedagogy indicate that academically low-achieving and at-promise students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment.

Additionally, academically low-achieving and at-promise students benefit greatly from placement in a heterogeneous classroom. The environments at all Aspen Public Schools are set up to be as inclusive as possible.

Academically low-achieving and at-promise students are thoroughly integrated into the entire student body at the school and participate fully in all aspects of the curriculum. ARPS teachers will use the well-researched and documented pedagogical strategies of Complex Instruction and heterogeneous group work to support these students in the content standards-based courses. The student, his/her parent and mentor determine what additional supports are needed and should be accessed through the Individual Learning Plan. Additionally, online learning and assessment tools will be employed to ensure that students' academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child. Priority will be to ensure that students are progressing at their optimal learning pace, utilizing materials that are most appropriate for each student's learning needs, and providing learning experiences that promote high engagement in the material are cornerstones of the academic program at ARPS. During Individualized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a plan is created to best support the student. These supports can consist of daily tutoring by peers or adults, office hours held by each teacher, subject-specific workshops to re-teach previously learned concepts or material, and one-on-one and small group sessions with the teacher during the intersession and other asynchronous opportunities. Additionally, ARPS staff will make connections with services at Fresno City College to bridge any accommodations necessary for students in dual enrollment courses. Each student's progress is regularly monitored by his/her mentor.

The following list provides examples of the methods by which ARPS will use to accelerate the growth of its academically low-achieving/at-promise students. These services are available to all ARPS students.

Faculty Office Hours

For 4 hours each week, the student's classroom teachers will hold office hours between 3:45 and 4:30 pm. The teachers have a rotating schedule to ensure that every student can access all his/her classroom teachers at least 30 minutes per week, in a small group or individual session. Low-achieving and struggling students are encouraged--and often commit via their Individualized Learning Plan--to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

Tutoring

Daily, ARPS students can access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during time designated for working on their Individualized Learning Plans, or during Faculty Office Hours. Tutors provide support on current

assignments and course work, and on remediation work to help develop missing skills and poor academic literacy.

Advisory Period

During the regular semester, students have one advisory period, which is a campus-based support period, in which they complete their homework with the support of student study groups and an adult faculty member. During this time, students may also access adaptive supports to support development in literacy and numeracy, through tools such as Khan Academy, Moby Max and Lexia Power Up.

Faculty Discussions / Interventions / Individual Plans

During weekly faculty meetings, all grade level teachers meet and discuss individual students who aren't yet meeting expected levels of proficiency. The discussions focus on tracking progress, identifying areas of need and effective strategies for working with the individuals.

All grade level teachers meet with students and their parents when necessary throughout the semester in "intervention" meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents and teachers. The student's mentor or case manager monitors the plan to ensure that it is followed as well as student progress. Progress monitoring is individualized and may include monitoring the student's Individualized Learning Plan progress, grades, standardized assessments, and teacher reports. The student's mentor will continue to monitor progress even once the student has achieved his/her targets in order to ensure continued growth.

Academically High-Achieving Students

At ARPS academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and / or who consistently earn A grades in most of his/her courses. Through the process of the Individual Learning Plan and conference, parents/guardians will be involved in the conversation about their student's progress, goals and plan for extension. Regular progress reports will be offered to measure student growth.

The differentiated curriculum regularly provides high-achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments in Summit Learning. Finally, the ARPS structure encourages all high school students who meet eligibility to concurrently enroll in community college courses for more advanced study. With demonstration of more capacity, students can access more college level courses.

English Learners

The school will comply with federal, state, and district mandates regarding EL education and redesignation of EL students. ARPS will meet all applicable legal requirements for English Learners

including: annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. ARPS will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents. The school will meet all requirements of federal and state law relative to equal access to the curriculum for English language learners. The school will use a protocol for monitoring students and communicating progress to families following reclassification for 4 years, as required by ESSA.

Home Language Survey

ARPS will administer the home language survey upon a student's initial enrollment into ARPS (via enrollment packet and forms).

ELPAC Testing

All students who indicate that their home language is other than English will be ELPAC tested between 60 days prior to the beginning of the school year and within thirty days of initial enrollment and at least annually thereafter until re-designated as fluent English proficient. ARPS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Faculty Input

Students are assigned to a faculty mentor at the beginning of the school year. These mentors spend a significant amount of time with each student and use this time to gain additional insight about each student. These insights can be used to inform identification of students who require an EL designation and appropriate support.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the English Language Proficiency Assessments for California or ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's 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. If the school has more than 21 EL students enrolled, an ELAC (or ELAC/SSC) will be established.

- 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.

Strategies for English Language Learner Instruction and Intervention

The school will serve EL students at the school site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular class, where they will be able to access the same core curriculum as other students in their grade level, and receives supplementary instruction in order to learn English.

The Summit Learning program establishes a learning environment which recognizes language learners' home languages and cultures as assets they bring to their education and to the learning community. This is the most effective environment in which to layer supportive, personalized instructional strategies. The Summit Learning Platform allows for a level of personalization that sets multilingual students up for academic success. In addition to meeting state specific compliance protocols for English Language Development, Summit Learning Schools are encouraged to implement a school-wide program which recognizes being multi-linguistic as an asset. Offering recognition in the form of an award like the [State Seal of Biliteracy](#), builds positive mindsets such as self-efficacy and relevance of school for English Language Learners.

Foundations

Students come to Summit Learning from a variety of backgrounds. Some students enter Summit Learning with the prerequisite academic, linguistic, cognitive, physical, and/or social-behavioral skills necessary to fully engage with the Summit Learning Components (Projects/Concept Units, Self-Directed Learning, and Mentoring) to access and achieve commencement-level Outcomes (Cognitive Skills/Concepts, Content Knowledge, and Habits of Success). Other students enter at a disadvantage: their life experiences and existing skill set means the components alone are not sufficient to access and meet commencement-level Outcomes without additional supports. Foundations support is necessary to ensure that Summit Learning is equitable, accessible, and inclusive for all learners, and that our model closes opportunity gaps. Foundations support is provided throughout Summit Learning components, including:

- Project and Concept Unit classrooms in the form of scaffolded learning experiences
- Self-Directed Learning settings through coaching from teachers and mentors
- and through interventions offered outside of the Base Curriculum.

Theory of Action

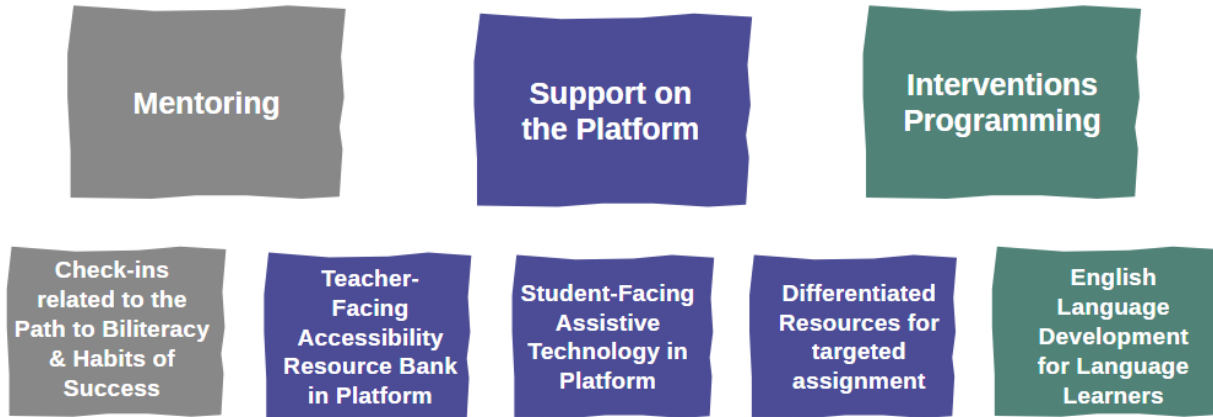
Summit's Curriculum Accessibility team operates with a theory of action including the following components: We believe that *if* the following conditions are true...

- Students have **mentors** that support their language development needs
- Teachers explicitly use **instructional practices** to support language development with an emphasis on academic vocabulary acquisition
- Teachers and mentors **develop meaningful relationships that build habits** (mindset/belonging) with their students
- Students have an **accessible and rigorous curriculum** that builds language skills
- Students receive **interventions** that are targeted to their language proficiency level and shift their trajectory

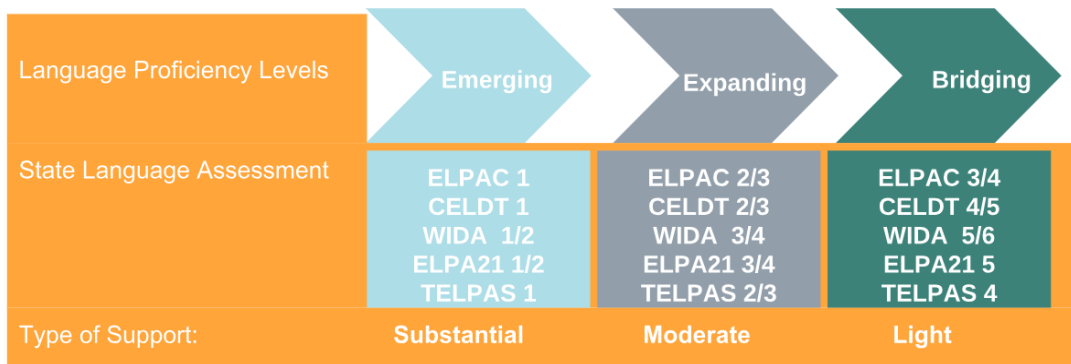
Then the gap in academic performance data between students who face academic challenges due to English Language Proficiency and their peers will close.

Supporting English Learners along the Path to Bilingualism

Summit Learning’s approach to meeting the Foundations needs of our students as they are learning English manifests in three ways: through support on the Platform, through intervention and through Mentoring.



Proficiency Level Definitions

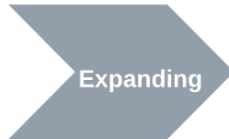


Entrance and Exit criteria for an English Language Development program is defined by your school’s state regulations. A state’s Language Proficiency testing determines the English Proficiency Level of English language Learners and this information is used to provide data-driven instruction with an appropriate level of support. Due to the variety of proficiency-level descriptors used in assessments and standards across the nation, Summit Learning refers to three general categories of proficiency for the purpose of common language among our partner schools.



Emergent Level of English Proficiency: English learners enter the Emerging level having limited receptive and productive English skills. As they progress through the Emerging Level they start to respond to more varied communication tasks using learned words and phrases with increasing ease. Upon exit from the Emerging level, students have basic English communication skills in social and academic contexts.

Students at the Emerging Level Require Substantial Support



Expanding Level of English Proficiency: As learners progress through the Expanding level they move from being able to refashion learned phrases in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations. Upon exit from the expanding level students can use English to learn and communicate about a range of topics and academic content areas. Students at the Expanding Level *Require Moderate Support*



Bridging Level of English Proficiency: As English learners progress through the Bridging level they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. Over time, learners move towards being able to refine and enhance their English language competencies in a broader range of settings. Upon exit from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines. Students at the Bridging Level *Require Light Support*

Levels of English Language Development Support

English Language Development Support on the Platform	
<p>Projects & Concept Units</p> <p>In the work to support Foundations needs within the Summit Learning Program, the Base Curriculum, and the Summit Learning Platform have intentional design features integrated that reduce barriers to access.</p>	An icon showing three stylized human figures (one blue, one yellow, one red) standing behind a blue computer monitor. The monitor displays some text and a graph.
<p>Self-Directed Learning</p> <p>Students engage with content by self-directing their learning through individualized pathways. Self directed learning can happen in a Project/Concept unit setting or while students are completing focus</p>	

areas at their own pace. Although some scaffolds are embedded within Focus Area resources, students with Foundations needs may require access to additional scaffolds that address Reading, Writing, Language, Math and Self-Directed Learning. There is an opportunity for students to be empowered to engage in the Self-Directed Learning Cycle using their language of choice, sites should articulate in their Language Development Program their vision related to the use of multilingual resources and assessments.



Emerging Level English Proficiency

- [Students can be marked as “EL”](#) for targeted assignment of differentiated resources during Focus Area work
- Consider Translation of Content assessments
- [Teachers use the Learners page](#) for targeted assignment of activities and workshops within Projects.
- Math teachers use Math Language Routines (embedded within Math Units)
- Access to the curriculum is increased by using Instructional strategies, tools and resources found in the [Accessibility Resource Bank](#). Some examples of strategies that can be accessed through the Bank include:
 - Conversation Support
 - Sentence Frames
 - Vocabulary Acquisition
 - Auditory/Verbal Processing Strategies
 - Equity of Voice
 - Reading Guides
 - Collaborative Approaches to Comprehension
 - Strategies for Building Background Knowledge
 - Guided Reading Lesson and Guided Writing Lesson Templates
 - Literacy Strategies in Mathematics
- Assistive technology, for accessing pronunciation, spelling, grammar, and vocabulary support, provide can be encouraged to provide substantial support.
- Systematically enabling a student with emerging English proficiency to use the language with which they are most familiar for expressive (writing & speaking) and receptive (reading & listening) needs results in levels of academic success, including achievement in literacy and other academic subjects, that are as high as and often better than that of ELLs in English-only programs (Genesee)
- In some cases a sites will elect to have students with an Emerging level of English engage in courses that have been adapted to allow students to work at a more reasonable pace. This customization allows for more time allotted to designated language instruction. In collaboration with a School Leaders and/or ELD Specialist, a teacher may choose to assign fewer checkpoints, and/or exempt the student from specific focus areas. These choices should be made with careful consideration to ensure that the student still has an equitable opportunity to develop all Cognitive Skills, Concepts, and Content in the course. *Note-Guidance for Modification found in Project Overviews, Checkpoints, Final products and Math Modified Blueprints is intended for students on a Modified Plan as specified by their IEP and will reduce the rigor of the course, therefore this guidance is **not** intended for students learning English.

- Use this resource, [Focus Area Prioritization](#), to consider guidance from the Summit Learning Curriculum team in prioritizing Focus Area content within each subject area. The intended audience for this resource is school leaders and teachers who are considering making Focus Area exemptions for individual students.
- It may be that Emergent level students are not enrolled in certain courses (particularly those which do not require 4 years to meet graduation requirements) in order to allow for sufficient Designated Language instruction and/or course support. Scheduling options are possible that include inclusion in the 4 Base Curriculum Courses, Self Directed Learning Time and Designated Language Development.

Expanding Level English Proficiency

- ELs can be marked in the Platform to enable Focus Area support.
- Teachers can use the Learners Page for projects to easily assign differentiated resources and scaffolds that are embedded in the Base Curriculum and called out with the hand icon.
- Math teachers should pay careful consideration to the Math Language Routines embedded in Math Units
- Access to the Base Curriculum is improved by using Instructional strategies, tools and resources found in the [Accessibility Resource Bank](#).
- Teachers can also create additional customized resources for specific student needs, upload them, and assign them using the Summit Learning Platform.
- Assistive technology, for accessing translation, pronunciation, spelling, grammar, and vocabulary support, provide moderate support.

Bridging Level English Proficiency

- In order to receive the light support they require, teachers make use of existing personalized supports built within the Platform such as, using cognitive skill data to inform instruction, and utilizing planning and goal setting tools.
- Project teachers can continue to guide students to relevant resources by making use of the Learners page to deploy targeted resources and appropriate scaffolds.
- Allow the use of assistive technology as needed

English Language Development Support through Mentoring

Mentoring is a critical space for English Learners to develop their Habits of Success, particularly in the areas of Growth Mindset, Sense of Belonging, and Self Efficacy. Students being assigned a mentor that speaks their home language should be prioritized.

Emerging English Proficiency

Students build relationships in heterogenous mentor groups where their emerging biliteracy is recognized as an asset and they experience an environment in which they feel safe and encouraged to speak.



Expanding English Proficiency

Guidance for goal setting around earning recognition for their Biliteracy and relationship building cultivates positive mindsets and builds habits of success.

Bridging Proficiency

A relationship with a mentor and peers fosters a sense of academic belonging. The mentor helps cultivate Self Efficacy as the student learns to identify as having the skills of Biliteracy. Upon graduation the student is awarded recognition for their Biliteracy.

English Language Development in Structured English Immersion Models [Site Dependant]

Some Summit Learning schools have identified a designated time for interventions in Literacy and/or Language Development. This is an opportunity for English Language Learners to access designated language acquisition instruction.

Emerging and Expanding Level English Proficiency

Aside from the Base Curriculum, Emerging level students receive designated language instruction working with a language acquisition program off of the Platform (for example Emerging level students may have 4x45 min blocks and Expanding level students may have 2x45min blocks). This time may be scheduled during an intervention/flex/elective block or in place of some Self Directed Learning (SDL).

**Bridging Level English Proficiency**

Bridging students have a typical course schedule without Language Development intervention time.

Serving Students with Disabilities

Teachers implement a wide range of accommodations for students with disabilities. All teachers receive ongoing professional development regarding special education policies, strategies for working with students with disabilities, and classroom practices that support students with diverse learning styles and abilities. Among the topics that are discussed during professional development sessions are:

- Early identification and symptoms of disabilities
- Classroom accommodations for specific, observed behaviors
- What to do when a teacher or parent suspects a child may be disabled or have other challenges

ARPS complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, ARPS complies with all applicable state laws pertaining to special education students.

To the maximum extent appropriate, all students with disabilities are integrated into the general education programs of ARPS, with the necessary materials, services, and equipment to support their learning. ARPS ensures that any student with a disability is properly identified, assessed and provided with necessary services and supports. ARPS meets all the requirements mandated within a student's Individual Education Plan (IEP). No assessment or evaluation is used for admission purposes. Parents are informed that special education and related services are provided at no cost to them. If a student enrolls with an existing IEP, VPA will notify FUSD and/or the SELPA within 5 days. An IEP meeting will be convened within 30 days.

Plan for Students with Disabilities

ARPS is an LEA member of the El Dorado SELPA, which provides cost-effective and consistent special education services. As its own LEA and member of a SELPA, ARPS works in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. ARPS complies with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, ARPS complies with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to it pertaining special education students.

Per federal law, all students with disabilities are fully integrated into ARPS, with the necessary materials, mandated services, and equipment to support their learning. ARPS will meet all the requirements mandated within a student's Individual Education Plan (IEP). ARPS includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

Search and Serve

Upon the commencement of each school year, all students are evaluated as a means of general class placement. Students may be evaluated from already-available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general program. No assessment or evaluation is used for admission purposes. Through collaboration between the faculty, parents and school leaders, ARPS works to identify any students who do not currently have an IEP but may be in need of pre-referral interventions. The Intervention Team convenes regularly to review all referred students as well as student data across sub-groups, classrooms and more.

Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The primary internal method for referral for assessment will be the Intervention Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such parent referrals will be responded to in writing in a timely manner. Any ARPS professional may also directly refer a student for formal assessment to see if he or she has a disability. ARPS may additionally choose to refer a student for services assessment through the provisions of a Section 504 Plan, if appropriate.

All referrals are responded to in writing by ARPS within 15 days. ARPS notifies FUSD and/or SELPA of the assessment request within 5 days of receipt. After a student is referred for a special education assessment, ARPS provides the student's parent or guardian with a proposed assessment plan, in writing, within 15 days of the referral. Parents are informed by the Site Director or Education Specialist that special education and related services are provided at no cost to them. The parent is given at least 15 days to provide written consent. The assessment is completed and an Individualized Education Program (IEP) meeting is held within 60 days of receipt of the parent's written consent for assessment.

The Education Specialist is responsible for gathering all pertinent information and sharing such information with all others involved in the assessment. Information gathered is used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. If needed or requested, an interpreter is provided for the parent or guardian during the assessment. A teacher or staff member may serve as the interpreter, if fluent in the parent/guardian's native language and with parent approval. The types of assessments that may be used for determining eligibility for specialized instruction and services will be selected by ARPS, in collaboration with any hired service providers, and are administered by a qualified psychologist and a nurse if applicable. Those assessments include, but are not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples
- Parent input.

Unless conflicting with SBE, CDE, or SELPA policies and procedures, ARPS follows the below assessment guidelines. If a conflict with any of the prior mentioned agencies policies and procedures exists, then SBE, CDE, or SELPA policies and procedures govern, and ARPS will revise these guidelines accordingly:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- The assessment will be conducted by a professional with knowledge of the suspected disability.
- Multiple assessments will be delivered by qualified professionals to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessment results will be delivered to the parent/guardian in their primary language, and an interpreter will be provided if needed;

- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Once the assessment is completed, ARPS holds a meeting to review the results of the assessment and determine whether the student qualifies for special education by meeting the criteria for one of 13 disabling conditions. This meeting is the initial Individualized Education Program (“IEP”) meeting described in detail below, during which ARPS gives the student’s parent/guardian the opportunity to participate. ARPS is responsible for scheduling, coordinating and facilitating the IEP meeting.

If a student enrolls at ARPS with an existing IEP, an IEP meeting will be convened within 30 days to review the existing IEP, discuss the student’s present levels of performance and needs, and offer appropriate placement and services. Prior to such a meeting and pending agreement on a new IEP, if needed, ARPS works to implement the existing IEP or as otherwise agreed upon by the parent/guardian. Within 30 days of each school year beginning, ARPS forwards a complete list of all new IEPs to students’ home districts for reference, as required by law.

Development, Implementation and Review of IEP

Every student who is assessed by the school has an IEP that documents assessment results and eligibility determination for special education services. If a student is deemed eligible for services, ARPS is responsible for providing specialized services according to the student’s IEP.

ARPS ensures that all aspects of the IEP and school site implementation are maintained. ARPS provides modifications and accommodations (as outlined within each individual’s IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP’s are served in the Least Restrictive Environment (LRE).

Each student who has an IEP is assigned an IEP team that oversees the IEP development, implementation and progress of the student. The proposed IEP team at ARPS consists of the following individuals:

- Site Director (or admin designee)
- Education Specialist
- School Psychologist
- School RN (as needed)
- Speech Therapist (as needed)
- The parent or guardian of the student for whom the IEP was developed;
- The student

- At least one general education teacher who is familiar with the curriculum or progress appropriate to that student;
- If the student was recently assessed, the individual who conducted the assessment

Others familiar with the student may be invited as needed. ARPS views the parent as a key stakeholder in these meetings and makes every effort to accommodate parents' schedules and needs so that they will be able to participate effectively on the IEP team. ARPS provides an interpreter if necessary, to ensure that all parents and/or guardians understand and can participate in the IEP process. When necessary, an ARPS teacher or staff member, fluent in the parent's native language, may serve as the interpreter with parent approval. If the parent(s) cannot attend the IEP meeting, ARPS ensures his/her participation using other methods, such as rescheduling the meeting, conferencing by telephone, conferencing via webcam, or meeting at the parent's home. A copy of the IEP is given to the parent in accordance with state law, ARPS and SELPA policies, as applicable.

Upon the parent or guardian's written consent, the IEP is implemented by ARPS. The IEP will include all required components.

The elements of the IEP will include:

- A statement of the student's present levels of academic achievement and functional performance
- The rationale for placement decisions
- The services the student will receive and the means for delivering those services
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered
- Measurable annual goals and short-term objectives focusing on the student's current level of performance
- A description of how the student's progress will be measured and monitored
- An explanation of the extent, if any, to which the student will not participate in general education
- Any accommodations necessary to measure the academic achievement and functional performance of the student on state and district assessments
- Transition goals for work-related skills

IEP meetings are held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress

- After the student has received a formal assessment or reassessment
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress
- When an Individual Transition Plan is (ITP) required at the appropriate age
- When a special education student has been suspended, especially if they demonstrate a pattern of misbehavior, to determine if changes to the IEP are required to address the misbehavior;
- Prior to the expulsion of a student with an IEP, to determine if the student's misconduct was a manifestation of his/her disability
- If the parent/guardian, an ARPS staff member, hired service providers, or the student has communicated a concern about the student's progress

The IEP team formally reviews each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, the IEP Team will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents are informed each quarter of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP are an attachment to the general progress report. This serves to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Special Education Strategies for Instruction and Services

As detailed throughout this petition, VPA employs a highly individualized model of instruction for all students, which benefits all students with learning challenges. ARPS utilizes a Response to Intervention (RTI) model and complies with the federal mandate of the least restrictive environment ("LRE"). ARPS mainstreams all of its students as much as is appropriate according to each individual IEP. Each student's IEP will require different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student's needs and how these fit within the general educational program of the school.

The RTI program includes the three basic tiers:

Tier 1: The first step, or tier, of intervention is the regular classroom setting. As teachers introduce instruction, students' progress is monitored. The teacher can request a consult from any appropriate

members of the Intervention Team to request guidance or ideas about Tier 1 strategies for supporting students in the least restrictive environment. Most students in this group will need additional help from time to time, and the teacher provides that guidance.

Tier 2: Tier two of RTI targets students who do not show progress with regular instructional intervention. In tier two, students receive more individualized instruction and intervention. They may work in smaller groups to allow one-on-one and small group instruction. During this process, teachers carefully evaluate the students' response to these interventions. Students who do well may be phased back into the regular classroom. Students who demonstrate the need for ongoing, intensive intervention will move into tier three.

Tier 3: Tier three is an ongoing, long-term program of diagnostic and prescriptive teaching and could be thought of as special education. In this level, students receive individualized instruction for as long as is necessary for them to acquire the skills they need to progress in school.

Our RTI process is instructional from beginning to end. At no point is a child left to experience the frustration of failure while waiting until their test scores show a severe achievement discrepancy before they get help. They receive instruction that gradually increases in intensity and individualization as they show the need for it.

ARPS employs a variety of strategies to ensure student success for our Special Education such as those detailed extensively in the previous sections, and all will be in accordance with their IEP.

ARPS also contracts with outside special education service providers depending on operational needs or specific requirements of the students' IEPs. Some contracted services include nurses, speech therapists, psychologists, autism behavioral or occupational therapists, and counselors. ARPS reassesses its special education staffing, service providers, methods, and strategies on a continuous basis to assure that all services provided are effective and of the highest quality.

ARPS retains the option, based on operational evaluation and program needs, to employ a high-quality Special Education service provider that could coordinate and facilitate some or all of the special education related services and instruction for our students. These types of special education service providers provide ARPS with the following staff:

- Credentialed Education specialists
- School psychologists
- Occupational therapists
- Physical therapists
- Speech-language pathologists
- School nurses
- Vision therapist

- Interpreters for students who are deaf or hard of hearing
- Orientation and mobility aides for students who are blind or visually impaired

The chosen special education service provider could also be responsible for a number of areas including Assessments, Behavioral Support, Clinical Services, Compliance/Administration, Related Itinerant Services and Designated Instructional Services (DIS), and Special Education Instruction.

For every student who is eligible to receive special education instruction and related services, ARPS provides transportation as a related service if it is required to assist a child with a disability benefit from special education. As required for any special education program, transportation is provided to meet the criteria for a free, appropriate public education. As applicable, a student's IEP will describe how special education transportation is coordinated with regular home-to-school transportation and will set forth an individualized plan for meeting the transportation needs of the student receiving special education.

Reporting

ARPS, in collaboration with its service providers, collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from APS of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting are the responsibility of the Site Director (or his/her designee). APS' CEO ensures that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The CEO oversees access to these records and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Due Process and Procedural Safeguards

Parents or guardians of students with IEPs must give written consent for the evaluation and placement of their child; are included in the decision-making process when change in placement is under consideration; and are invited, along with teachers, to all conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents are acknowledged by the school within five days, after which a meeting between the parent and school is scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school provides the parent with all notices of procedural safeguards as well as with information on the procedure to initiate both formal and informal dispute resolutions.

In the event that a parent/guardian files a request for a due process hearing or request for mediation, ARPS participates cooperatively to resolve the issues.

Parents or guardians also have the right to file a complaint with the CDE or SBE if they believe that the school or SELPA has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

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

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

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

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to be eligible for accommodations under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff.

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

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

Summit Learning and Special Education

In supporting diverse learners within the Summit Learning Program, intentional design features are integrated into Projects, Content and the Platform in order to reduce barriers to access. This brief will highlight some of these built in resources, define key terminology within the Summit Learning context, and share sample processes for using the Summit Learning Curriculum and Platform to support student needs.

Foundations

Students come to Summit Learning from a variety of backgrounds. Students enter Summit Learning with varying levels of prerequisite academic, linguistic, cognitive, physical, and/or social-behavioral skills necessary to fully engage with the Summit Learning Components (Projects/Math Units, Self-Directed Learning, and Mentoring) to access and achieve Commencement-level Outcomes (Cognitive Skills/Concepts, Content Knowledge, and Habits of Success). Foundations support is necessary to ensure that Summit Learning is equitable, accessible, and inclusive for all learners, and that our model closes opportunity gaps. Foundations support is provided throughout Summit Learning components, including:

- Project and Math classrooms in the form of scaffolded learning experiences
- Self-Directed Learning settings through coaching from teachers and mentors
- Through interventions offered outside of the Base Curriculum

Theory of Action

Summit's research and development team operates with a theory of action including the following elements that drive accelerated student outcomes: We believe that *if* the following conditions are true:

- Students have **teachers and mentors** that support their **Foundations** needs
- Teachers explicitly use **instructional practices** to support **Foundations** development
- Teachers and mentors **develop meaningful relationships that build Habits** (mindset/belonging) with their students
- Students have an **accessible and rigorous curriculum** that builds **Foundations** skills
- Students receive **interventions** that are targeted to their developmental level and shift their trajectory

Then the gap in academic performance data between students who face academic challenges due to Foundations needs and their peers will close.

Supporting Students with IEPs within Summit Learning

Below is guidance on how to leverage features, resources, and structures within the Summit Learning Base Curriculum and Platform to support Special Education teachers serving students with Individualized Education Plans. It is critical to note that the Special Education teacher and instructional team at a school site has the best knowledge of the individual student needs, and are best positioned to make decisions regarding how to best support a student. Summit Learning does not replace the school based learning team in determining appropriate supports based on a student's Individualized Education Plan. Summit Learning can, however, support with implementation as it pertains to Platform and Base Curriculum integration.

Serving Foundations in Projects & Math Units

In the work to support Foundations needs within the Summit Learning Program, Projects, Content, and the Platform have intentional design features integrated that reduce barriers to access.



Within the Base Curriculum:

- Some scaffolds are embedded in the Projects and Math Units.
- Project/Math Unit Overviews types of resources and scaffolds included within the project/unit.
- Within Projects, teacher and student resources can be found at the:
 - Checkpoint level in a scaffolds and challenges section as well as in teacher resources attached to an activity.
 - Within the daily plans as teacher tips within agenda items and scaffolded resources are included along with other lesson resources below corresponding agenda items.
- In Illustrative Math (IM) based Math Units, "Tips for Students with Disabilities" can be found at the activity level within each daily lesson.
- In 4th and 5th grade ELA EL Education Projects, include an "Accessibility Support" section at the agenda level with Universal Design For Learning (UDL) guidance.
- Project/Math Unit Overviews, Final Products/End-of-Unit Assessments, and Checkpoints include a "Modifications" section with suggestions you may consider if a student qualifies for that significant level of change in curriculum. In Math Units, modification guidance and

Modified End-of-Unit Assessments are available in Grades 4-8, and will expand to Algebra 1 in SY 20-21.

Additional resources within the Platform:

- Customization in assigning extended time through individual [due date customization](#) in the Platform.
- The Learners Tab can be used within [Projects](#) and [Math Units](#) to quickly group students by need and assign differentiated resources and scaffolds.
- The [Accessibility Resource Bank](#) includes tools to create necessary scaffolds, view researched-based implementation strategies, and view guidance on scaffold decision-making.
- A [Scaffold-decision making](#) template provides guidance on identifying, developing and deploying scaffolds.
- Depending on school-site level permissions, Notebooks includes embedded [text to speech and voice typing](#).
- Assistive technology tools can be extremely helpful in supporting students in accessing instructional materials (e.g. text to speech); the [Accessibility Resource Bank](#) shares recommended plug-ins.

Example off-Platform practices:

- Collaboration with Project/Math teachers to review student progress in the Platform and plan for scaffolds/interventions.
- For Project/Math Unit work that aligns with IEP goals, a workshop either within the general education setting or within a resource setting can simultaneously move students forward in their Cognitive Skill/Math development as well as on IEP goals.

Addressing IEP goals in Projects & Math Units

- The [Summit Learning aligned IEP goal bank](#) consists of adaptable goal language developed for a subset of prioritized Common Core State Standards (CCSS) that are addressed in Summit Learning mathematics courses, and for Cognitive Skills in the domains of Textual Analysis/Close Reading and Composing/Writing.
- This resource outlines the [Common Core State Standards that are aligned with each Cognitive Skill](#), which can be helpful in identifying alignment with existing IEP goals if they are also standards aligned.
- Review what [Cognitive Skills and Associated Standards are covered in each Project/Math Unit](#) across all grade levels and subject areas in the Base Curriculum.
- Cognitive Skill and Math scores in the Platform can provide data for both developing baselines and monitoring progress for IEP goals. See the Summit Learning aligned IEP goal-bank implementation guide for more guidance.

Example - Connecting to Project work in Pull-out/Resource: 9th grade students are working on the “Defining Self” project in their English course, the cognitive skill of Selection of Evidence is a critical Cognitive Skill assessed in this project during project time. The Special Education teacher knows that five of the students have IEP goals around supporting a claim/main idea with evidence in written products. The Special Education teacher collaborated with the English teacher to identify one of the sample texts to use for a workshop and review the graphic organizer that students will be expected to

complete for checkpoint 2. During a Resource period with the students the Special Education teacher leads a workshop for the students on selecting evidence and uses documents and resources from the students' English project for students to apply the skill within the context of the Project.

Serving Foundations in Self-Directed Learning

Students engage with content by self-directing their learning through individualized pathways. Self-directed learning can happen in a Project/Math setting, or while students are mastering content at their own pace. Although some scaffolds are embedded within Focus Area resources, students with Foundations needs may require access to additional scaffolds that address difficulties with self-direction.



Within the Platform:

- Sample resources to support self directed learning are available on the [“Learning Strategies”](#) tab within the “Educator Tools” menu of the Learning Space.
- Depending on school-site level permissions, Notebooks includes embedded [text to speech and voice typing](#).
- [Text-to-speech can now be enabled](#) for students in Diagnostic and Content Assessments.
- Assistive technology tools can be extremely helpful in supporting student executive functioning (e.g. time management, calendaring); the [Accessibility Resource Bank](#) shares recommended plugins that students and teachers can access. (NOTE: the notebook needs to be opened in a new tab to enable a plugin to work)
- The goal-setting feature in the Platform is a powerful tool for student planning and reflection, it also creates a space for the SPED teacher, the student’s Project/Math teacher, and/or the mentor to collaborate in supporting student priorities.
- Weekly calendaring with students to identify priorities and trackaction items for Self-Directed Learning.
- Content assessments can be [printed](#) for a student who benefits from being able to annotate etc.

Example off-Platform practices:

- Coaching with students around the [Self-Directed Learning](#) cycle.
- Provide a workshop using resources from the [“Learning Strategies”](#) tab.
- Provide the student with a workshop and/or coaching around self-advocacy so they may reach out to their teacher or a peer for support.

Addressing IEP goals in Self Directed Learning Time

- Consider emphasizing strategies and IEP goal alignment, rather than tutoring a student through playlist content - e.g. provide a workshop on note-taking or study skills to work through a playlist
- For IEP goals related to executive function, gather data on outcomes of goal setting process/task completion. This can be a quick part of a regular student check-in or class structure.

- For self-regulation goals, provide coaching on strategies (e.g. managing frustration or anxiety) In regular check-ins with the student, reflect on their application of strategies and identify needs for further coaching.

Example - Connecting to Self Directed Learning in Pull-out/Resource:

The Special Education teacher includes a workshop around planning SDL time. In the workshop he has students review project and content work that will be due the following week. Together students create a schedule for when they have SDL time, both within project blocks, during a separate designated SDL Period, and during Mentor time. He then guides students through a process of identifying anticipated time required to complete each task, which the students then map onto the SDL time available. Throughout the week he prompts students to note the time that it takes them. In a session the following week the students identify what actions/practices supported completion of tasks and/obstacles prevented completion. Students develop a revised work plan and the teacher coaches students around application of learning strategies they can use to support outcomes of SDL. The students add specific Learning Strategies to their weekly plan. The teacher plans to use the same reflective process in subsequent weeks and lead lessons on the different learning strategies as needed.

Serving Foundations in Mentoring

Mentoring is a critical space for students to develop their Habits of Success, particularly for many students in the areas of executive functioning and self-regulation. Beyond supporting student’s skill development, the role of the mentor serves to provide a further safety net for students with Foundations needs, or other defined learning needs.



On Platform resources:

- Goal setting using the week tab.
- Using the check-in agenda prep protocol to prepare for a mentor check in.
- Adding notes in student progress pages, or edit/add/remove goals after a check-in.
- Coaching around implementation of Learning Strategies

Sample off-Platform practices:

- [Mentoring check-ins](#) to set goals and reinforce strategies to support students with executive functioning (i.e. organization, time management, etc.) and social and emotional needs.
- Collaborating with mentor teacher to identify and integrate strategies to support individual social emotional learning needs based on the Individualized Education Plan (i.e. self regulation strategies to reduce anxiety, or manage frustration, etc.).

Meeting IEP goals through Mentoring

- Check-ins within mentoring can include progress monitoring and goal-setting on IEP goals to enhance student engagement.

- Mentors and Project/Math teachers should have access to IEP goal data for the students they mentor or teach.
- Special Education case managers can collaborate with mentors by participating in check-ins or providing an additional check-in or small group instruction on needs related to Habits (i.e. social emotional learning, executive functioning)
- In many cases, self-regulation, and executive functioning goals can closely tie to mentoring. Case managers can collaborate with the mentor to:
 - Introduce, and reinforce self-regulation, self-monitoring, and executive functioning strategies that align with a students individualized needs
 - Implement behavior goals associated with a Behavior Intervention Plan, to provide additional coaching and support on replacement behaviors, and communication with team members around progress.

Serving Foundations in Targeted Interventions [Site Dependent]

Some schools have identified a designated time for interventions in Reading and Math. The annual goals of many students with Individualized Education Plans often closely align with the foundational literacy and mathematics skills that interventions program options address. These intervention blocks thus present a powerful opportunity for students to close skill gaps and master IEP goals using the instructional tools selected by the site.



While the structure of interventions vary across sites, The following recommendations help maximize the potential of this time for students with IEPs:

- Special Education teachers meet initially with interventions teachers to review IEP goals for students that will be in their interventions block.
- Special Education teachers collaborate with intervention teachers to ensure that intervention programming aligns with the student’s learning needs in math calculation/fluency, reading decoding/fluency/comprehension
- Continue regular (at least quarterly) progress check-ins between Interventions teachers and Special Education teachers (this can happen through a virtual progress monitoring tool - see this [example](#))

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities” in Element Two of the charter for a description of the Charter School’s annual goals to be achieved in the Eight State Priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

Course Transferability

ARPS plans to request affiliation with the Western Association of Schools and Colleges. Once such a request is made, a review visit can be scheduled after the Charter School has been in operation for at least three months. Pending notification on our accreditation status, courses will be submitted to the UC/CSU systems for AG course approval.

The Charter School will inform parents of course transferability through the publication and distribution of a parent/student handbook that includes specific information on course transferability to other public schools and that outlines school policies and expectations for all students and parents. Courses that meet University of California and California State University entrance requirements will be listed in the parent/student handbook as soon as available. All incoming students and parents will be required to complete an orientation that will include a review of the handbook. In addition to the A-G UC/CSU approved course list that will be included in the handbook, a statement regarding the transferability of courses to other public high schools will be included. Both the A-G list and transferability of classes will be updated on an annual basis. A high school diploma will be issued to all students who meet the Charter School's graduation requirements.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

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

“General Assurance: Assurance the school will comply with all requirements pursuant to California Education Code.”

As a California charter school, ARPS assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the school. It has adopted a comprehensive set of benchmarks for student and school outcomes that support the achievement of the school’s vision and mission, based on the state and common core standards, state priorities, and our definition of an educated person in the 21st Century and the school’s goals.

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the

District and the County Superintendent of Schools annually on or before July 1, as required by

Education Code Section 47604.33. The charter school will comply with all requirements pursuant to California Education Code and 47605(c)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that ARPS is an academic success and is achieving all of its overarching goals.

The Site Director and faculty are accountable for the academic achievement and psychological well-being of students. The Site Director is ultimately responsible for meeting target goals, and is held accountable by the Chief Academic Officer, Chief Executive Officer and Board of Directors.

Upon graduation from the School, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners.

Aspen Ridge Public School Goals

- Provide customized leadership curriculum, instructions, and support programs to ensure ALL students are college and career ready.

- Create a supportive and safe environment for students and their families, staff, and community partners.
- Partner with students, educators, and family leaders to create customized pathways to success.

In addition:

- New state assessment measures will meet or exceed the established growth target(s).
- ARPS will meet schoolwide and subgroup growth rates, as required by ESSA.
- The CAASPP participation rate will be at least 95%.
- CAASPP ELA and Math “Met/Exceeded” rates and annual growth rates will meet or exceed surrounding comparison schools.
- English Learners will progress at least one level on the ELPAC each year.
- English Learner reclassification rates will meet or exceed the District’s reclassification rate.
- Special education students will demonstrate appropriate progress toward stated goals in their IEPs each year.
- ARPS will maintain at least 95% Average Daily Attendance.
- Suspension and expulsion rates will be lower than comparable surrounding schools in the District.
- Students will demonstrate a mastery of grade-level standards and designated outcome goals in the areas of English Language Arts, Mathematics, Science, Social Science/History.
- ARPS will close the “achievement gap,” with standardized test score data demonstrating a pattern of raised achievement over time for traditionally underserved students, including socioeconomically disadvantaged, foster and homeless youth.
- Students will develop Habits of Success as well as other SEL skills as determined and explicitly taught through Site Director approved curriculum.

Student Learning Outcomes

These student outcomes are directly tied to the goal of providing students with a rigorous standards-based program while preparing them for their future success in college and career.

Graduates will be able to meet the Student Learning Outcomes (SLOs):

- Evaluate possibilities to make informed decisions
- Recognize how perspectives shape ideas and decisions
- Effectively articulate processes, ideas and concepts

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the SLOs listed above by earning a passing grade in each of the courses required for graduation. A list of the courses required for graduation is contained in Element A and sample course descriptions can be found in Appendix [N]. The required courses and curriculum are aligned to the Common Core State Standards and designed to develop specific cognitive skills and assess student progress in the development of those skills. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the SLOs have been met:

- Textual Analysis (Close Reading)
- Using Sources
- Inquiry
- Analysis & Synthesis
- Composing/Writing
- Speaking & Listening
- Products & Presentations

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), the Charter School has established goals, actions, and measurable outcomes both school wide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). These goals, actions and outcomes as listed shall be reviewed and revised, as needed, on an annual basis as part of the LCAP process and as dictated by the state-adopted LCAP template. This annual update will specifically include “a description of any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics” in alignment with the LCAP process and state mandated LCAP template. Revisions to the goals, outcomes, metrics, or actions and services stated above that are necessary to implement the LCAP and to maintain alignment with the California School Dashboard as it evolves shall not be considered a material revision to the charter, shall be submitted to the authorizer on an annual basis in accordance with Education Code Sections 47604.33 and 47606.5.

In accordance with Education Code Section 47605(c)(5)(B), the Charter School’s pupil outcomes are set related to increases in pupil academic achievement both school wide and for all groups of pupils served by the Charter School, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. Toward that end:

- As detailed in **Element A**, these subgroups might include: Hispanic/Latino students, white students, English Learner students, and socioeconomically disadvantaged students, African American students, Asian, including Hmong students, and students with disabilities.

The **table below** provides the goals, pupil outcomes, and actions in alignment with the eight state priorities **both** school wide and for all groups of pupils we anticipate serving in 2020-21. The Charter School holds the same bar for student achievement overall (school wide) as it does for students within each numerically significant subgroup. The fact that the Charter School holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup. As such:

- “Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each subgroup as detailed above.
- In the case where a goal is specific to a subgroup, as is the case in developing English fluency for English Learners, only the specific subgroup is listed.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY

ARPS will maintain Aspen Public Schools’ current high standards of hiring and ensure that all courses are taught by credentialed, highly qualified teachers who are properly assigned.

ACTIONS TO ACHIEVE GOAL

Aspen Public Schools invests significant employee time into a robust hiring process to ensure that all teachers are best fits for ARPS and the students. Additionally, there is a robust internal credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed and properly assigned, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Aspen Public Schools has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers.

MEASURABLE OUTCOME

100% of classes taught by credentialed, appropriately assigned teachers

METHODS OF MEASUREMENT

Initial and annual verification of teacher credential as reported by the CA Commission on Teacher Credentialing; Annual publication of School Accountability Report Card; internal audits of teacher assignments

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY

Students will have access to standards-aligned instructional materials, and additional instructional materials as outlined in our charter petition

ACTIONS TO ACHIEVE GOAL	Teachers will implement content instruction for all students using the teacher-created, Common Core State Standards (“CCSS”) aligned content guides and projects. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of students have access to standards-aligned content and projects.
METHODS OF MEASUREMENT	Annual review of curriculum and materials by Aspen Public Schools and ARPS faculty
<i>SUBPRIORITY C – FACILITIES</i>	
GOAL TO ACHIEVE SUBPRIORITY	ARPS will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning by custodial staff. Annual fire inspection and emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance.
MEASURABLE OUTCOME	ARPS passes its lunch audit and fire inspections. School is maintained in good repair.
METHODS OF MEASUREMENT	Lunch audit, fire inspection forms, staff walkthroughs, annual faculty & parent survey.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	
<i>SUBPRIORITY A – CCSS IMPLEMENTATION</i>	
GOAL TO ACHIEVE SUBPRIORITY	All content instruction and performance standards are aligned with Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Frequent teacher collaboration and professional development in departments to ensure consistent implementation of CCSS. Use of a common assessment plan,

	including standards-aligned content and projects for each core course.
MEASURABLE OUTCOME	100% of courses implement applicable content guides and projects.
METHODS OF MEASUREMENT	Annual review of projects and content by Aspen Public Schools Academics Team and ARPS faculty; student performance on Personalized Learning Plan; CAASPP, student performance on NWEA MAP (verifiable data) and performance on internal Summit content assessments and performance on Summit Cognitive Skills Rubric.
<i>SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE</i>	
GOAL TO ACHIEVE SUBPRIORITY	All students, including English Learners (“EL”), will gain academic content knowledge through implementation of the Common Core State Standards and the Aspen Public Schools content guides.
ACTIONS TO ACHIEVE GOAL	Faculty will continue professional development in EL instruction and data analysis of EL students’ performance. Teachers will use special designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including office hours, targeted literacy support and extended personalized learning time.
MEASURABLE OUTCOME	EL subgroup performance on CAASPP assessments will increase annually over the baseline
METHODS OF MEASUREMENT	CAASPP math and English assessments; Individualized Learning Plan progress, NWEA MAP test progress, other internal benchmarking measures
<i>SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY</i>	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.

ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the ELPAC each year.
METHODS OF MEASUREMENT	ELPAC
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation	
<i>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</i>	
GOAL TO ACHIEVE SUBPRIORITY	ARPS will seek parent input in making decisions.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • ARPS will hold Teaching & Learning Tours, open to all parents and held at a time when most parents are likely to be able to attend, monthly to provide parent education and opportunities for feedback on site decisions • The ARPS Parent Organization will include project teams that participate in gathering parent input and spearheading ARPS initiatives. • ARPS will conduct an annual survey to gather parent feedback and input on their own influence over decision-making.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Parents responding positively to “I am satisfied with my level of influence on school decisions” on parent survey: 65% • Parents responding positively to “My student’s school seeks feedback from me” on parent survey: 80% • Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey: 60%

METHODS OF MEASUREMENT	Parent survey, attendance at Teaching & Learning Tours, participation in Parent Organization
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	ARPS will promote parent participation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Parents will be invited to attend annual Individualized Learning Plan meetings with their student and their student’s faculty mentor. • There will be numerous opportunities for parents to volunteer to support ARPS should they choose, such as: chaperoning, and helping with school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; translation; parent technology training and other community outreach. • ARPS will hold at least three parent events each semester and provide Spanish and Hmong interpretation. • Faculty mentors will be involved in parent communication for students in need of academic interventions.
MEASURABLE OUTCOME	All families attend ILP meetings during the school year.
METHODS OF MEASUREMENT	Faculty mentor reporting, volunteer log, parent event sign-in sheet or informal headcount.

STATE PRIORITY #4— STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP)
- B. The California School Dashboard
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Middle

Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<i>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</i>	
GOAL TO ACHIEVE SUBPRIORITY	Students at ARPS will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments
ACTIONS TO ACHIEVE GOAL	Faculty will provide instruction conducive to student learning; faculty will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth.
MEASURABLE OUTCOME	Students at ARPS exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP assessment reports
<i>SUBPRIORITY B – California School Dashboard</i>	
GOAL TO ACHIEVE SUBPRIORITY	ARPS’s performance on indicators on the CA School Dashboard will be comparable to that of other Fresno Unified schools serving comparable student populations and will exceed California average
ACTIONS TO ACHIEVE GOAL	TBD when baseline data has been reported on CAASPP.
MEASURABLE OUTCOME	ARPS’s performance indicators on CA School Dashboard will exceed California average
METHODS OF MEASUREMENT	CA School Dashboard
<i>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS</i>	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates meet CA state graduation requirements, excepting students with modified graduation requirements due to an IEP

ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> The Charter School will achieve and maintain UC/CSU approval for all core academic courses and a variety of visual and performing arts courses. Course sequence and graduation requirements will align with CA state graduation requirements and encouragement to meet the UC/CSU requirements.
MEASURABLE OUTCOME	100% of graduates meet CA State graduation Requirements. Excepting students with modified graduation requirements due to an IEP.
METHODS OF MEASUREMENT	Graduation rates, Transcripts, Personalized Learning Plan.
<i>SUBPRIORITY D – EL PROFICIENCY RATES</i>	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the ELPAC each academic year.
METHODS OF MEASUREMENT	ELPAC
<i>SUBPRIORITY E – EL RECLASSIFICATION RATES</i>	
GOAL TO ACHIEVE SUBPRIORITY	Students are reclassified as English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	<p>ARPS will serve EL at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English. ARPS will:</p> <ul style="list-style-type: none"> Monitor language proficiency levels to determine adequate yearly progress. Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.

	<ul style="list-style-type: none"> • Monitor student identification, placement, and growth in English language proficiency. • Monitor availability of adequate resources and deliver resources to students as and when needed. • Monitor reclassified students for at least two years.
MEASURABLE OUTCOME	Students are reclassified as English Proficient within 3 years on average.
METHODS OF MEASUREMENT	School reclassification rates
<i>SUBPRIORITY F – AP EXAM PASSAGE RATE</i>	
GOAL TO ACHIEVE SUBPRIORITY	N/A, as a dual enrollment program, ARPS will offer concurrent enrollment in college courses in lieu of AP courses
ACTIONS TO ACHIEVE GOAL	Collaboration with Fresno City College professors, ARPS tutors and academic advisors.
MEASURABLE OUTCOME	100% of our eligible students will be enrolled and pass at least two college courses.
METHODS OF MEASUREMENT	College course completion and pass rate
<i>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP</i>	
GOAL TO ACHIEVE SUBPRIORITY	ARPS students graduate truly academically college ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Align sophomore and junior year content assessments and projects to standards set by California State Universities in the Early Assessment Program (EAP). • Offer targeted practice and instruction for students who do not pass the EAP in junior year. • Graduation requirements align with or exceed California State graduation requirements

MEASURABLE OUTCOME	Whole-school passage rates for the EAP in junior year or Entry Level Mathematics (ELM) exam and/or English Placement Test (EPT) in senior year will exceed those of district schools serving a similar student population.
METHODS OF MEASUREMENT	Passage rates on the EAP, ELM, and EPT; student acceptance rate into college; alumni surveys.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
Pupil engagement, as measured by all of the following, as applicable:	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
<i>SUBPRIORITY A – STUDENT ATTENDANCE RATES</i>	
GOAL TO ACHIEVE SUBPRIORITY	ARPS will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	ARPS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; ARPS will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; ARPS will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students
MEASURABLE OUTCOME	ADA is at or above 95% of enrollment.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual attendance reports.
<i>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</i>	

GOAL TO ACHIEVE SUBPRIORITY	ARPS's rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
MEASURABLE OUTCOME	Less than 9% rate of chronic absenteeism (students who are absent 10 percent or more of the school days in the school year).
METHODS OF MEASUREMENT	CALPADS, Charter School attendance reports
<i>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</i>	
GOAL TO ACHIEVE SUBPRIORITY	Middle School completion rates exceed California average.
ACTIONS TO ACHIEVE	ARPS will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. ARPS will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Completion rate exceeds California State average.
METHODS OF MEASUREMENT	CALPADS, Charter school enrollment documents
<i>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES</i>	

GOAL TO ACHIEVE SUBPRIORITY	ARPS maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	ARPS will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. AVMCHS will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Less than 5% dropout rate.
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

GOAL TO ACHIEVE SUBPRIORITY	Graduation rates exceed California average.
ACTIONS TO ACHIEVE GOAL	ARPS will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. ARPS will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Graduation rates exceed California average.

METHODS OF MEASUREMENT	Cohort graduation rates (CDE Dataquest)
<p>STATE PRIORITY #6— SCHOOL CLIMATE</p> <p>School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<i>SUBPRIORITY A – PUPIL SUSPENSION RATES</i>	
GOAL TO ACHIEVE SUBPRIORITY	ARPS will maintain an annual suspension rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Chief Executive Officer and Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 3% or fewer of all enrolled students suspended.
METHODS OF MEASUREMENT	Suspension rates, Annual School Accountability Report Card
<i>SUBPRIORITY B – PUPIL EXPULSION RATES</i>	
GOAL TO ACHIEVE SUBPRIORITY	ARPS will maintain low annual expulsion rates.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Chief Executive Officer and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.

MEASURABLE OUTCOME	Annually, less than 1% of enrolled students are expelled.
METHODS OF MEASUREMENT	Expulsion rates, Annual School Accountability Report Card
<i>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</i>	
GOAL TO ACHIEVE SUBPRIORITY	All community members feel safe at school.
ACTIONS TO ACHIEVE GOAL	<p>Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices.</p> <p>Provide professional development for all faculty in equity, social justice, and restorative practices.</p>
MEASURABLE OUTCOME	100% of staff will participate in Emergency plan training; Students will participate in a fire, earthquake and safety drills annually.
	<ul style="list-style-type: none"> • 85% of parents respond positively to “I feel my child is physically safe at school” on parent survey. • 83% of parents respond positively to “I feel my child is emotionally safe at school” on parent survey. • Scores on student survey questions related to school culture average 3.3 (out of 5) or higher.
METHODS OF MEASUREMENT	Parent survey, student survey, drill and training participation logs

STATE PRIORITY #7— COURSE ACCESS

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C.

§51220(a)-(i))

GOAL TO ACHIEVE SUBPRIORITY	All students are enrolled in a broad course of study that will enable them to be college eligible and college ready, as outlined in Element A of the charter petition.
ACTIONS TO ACHIEVE GOAL	ARPS will align all course offerings to college ready standards as defined by the California State University system and applicable academic research.
MEASURABLE OUTCOME	100% of graduates meet at minimum, CA graduation requirements, excepting students with modified graduation requirement due to an IEP
METHODS OF MEASUREMENT	Transcripts

STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

SUBPRIORITY A – ENGLISH

GOAL TO ACHIEVE SUBPRIORITY	Students in the ARPS have a college-preparatory foundation in English.
ACTIONS TO ACHIEVE GOAL	ARPS will offer additional academic supports for students who are falling behind in any subject area.

MEASURABLE OUTCOME	Students in ARPS will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments. 9 th and 10 th grade students who will not take the CAASPP assessment will be measured using the NWEA MAP or an adopted academic progress indicator and will demonstrate adequate annual progress, such as one-year growth.
METHODS OF MEASUREMENT	CAASPP, Individualized Learning Plan progress, NWEA MAP, and performance on internal Summit Learning content assessments as well as performance on the Summit Cognitive Skills Rubric in project-based learning.
<i>SUBPRIORITY B – MATHEMATICS</i>	
GOAL TO ACHIEVE SUBPRIORITY	Students in ARPS have a college-preparatory foundation in mathematics.
ACTIONS TO ACHIEVE GOAL	Graduates from the ARPS will, at minimum, meet CA state graduation requirements. ARPS will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in ARPS will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments. 9 th and 10 th grade students who will not take the CAASPP assessment will be measured using the NWEA MAP or an adopted academic progress indicator and will demonstrate adequate annual progress, such as one-year growth.
METHODS OF MEASUREMENT	CAASPP, Individualized Learning Plan progress, NWEA MAP, and performance on internal Summit Learning content assessments as well as performance on the Summit Cognitive Skills Rubric in project based learning.
<i>SUBPRIORITY C – SCIENCE</i>	
GOAL TO ACHIEVE SUBPRIORITY	Students in ARPS have a college-preparatory foundation in Science.
ACTIONS TO ACHIEVE GOAL	ARPS will offer additional academic supports for students who are falling behind in any subject area.

MEASURABLE OUTCOME	Students in ARPS will exceed the average performance levels of students in schools serving a similar student population on the CAST. Students who are not administered the CAST will be measured using the NWEA MAP or an adopted academic progress indicator and will demonstrate adequate annual progress, such as one-year growth.
METHODS OF MEASUREMENT	CAASPP (CAST), Individualized Learning Plan progress, NWEA MAP, and performance on internal Summit Learning content assessments as well as performance on the Summit Cognitive Skills Rubric in project based learning.
<i>SUBPRIORITY D – SOCIAL SCIENCES</i>	
GOAL TO ACHIEVE SUBPRIORITY	Students in ARPS have a college-preparatory foundation in the Social Sciences.
ACTIONS TO ACHIEVE GOAL	ARPS will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in ARPS will demonstrate college-readiness on the cognitive skills rubric for social science projects.
METHODS OF MEASUREMENT	CAASPP, Cumulative final projects, and performance on internal Summit Learning content assessments as well as performance on the Summit Cognitive Skills Rubric in project based learning.
<i>SUBPRIORITY E – ELECTIVES (INCLUDING VISUAL AND PERFORMING ARTS)</i>	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
ACTIONS TO ACHIEVE GOAL	Faculty mentors will coach students on course selection and ensure that students make an appropriate choice in their Individualized Learning Plan meetings at the beginning of the academic year.

MEASURABLE OUTCOME	100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
METHODS OF MEASUREMENT	Transcripts and student records
<i>SUBPRIORITY F – HABITS OF SUCCESS</i>	
GOAL TO ACHIEVE SUBPRIORITY	100% of students make measurable progress toward self-directed learning goals on annual Individualized Learning Plan.
ACTIONS TO ACHIEVE GOAL	Mentors will meet with students multiple times per month to monitor progress toward goals and make resources available for supporting students to meet their goals.
MEASURABLE OUTCOME	100% of students make progress toward self-directed learning goals on annual Individualized Learning Plan.
METHODS OF MEASUREMENT	Individualized Learning Plan goals
<i>SUBPRIORITY G – PHYSICAL EDUCATION</i>	
GOAL TO ACHIEVE SUBPRIORITY	100% of ARPS students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
ACTIONS TO ACHIEVE GOAL	Offer active opportunities through physical education classes, clubs and after school program
MEASURABLE OUTCOME	100% of ARPS students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
METHODS OF MEASUREMENT	Teacher-developed rubrics
<i>SUBPRIORITY H – FOREIGN LANGUAGE, OTHER SUBJECTS</i>	

GOAL TO ACHIEVE SUBPRIORITY	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
ACTIONS TO ACHIEVE GOAL	Students complete Spanish 2 or higher.
MEASURABLE OUTCOME	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
METHODS OF MEASUREMENT	ACTFL, AAAPL, Teacher-developed rubrics

Additional Goals and Outcomes

In addition to the specific academic achievement goals detailed above, ARPS has identified the following goals and outcomes:

- ARPS will realize a higher teacher retention and attendance rate than the district average and demonstrate high levels of teacher job satisfaction as evidenced by end-of- year surveys.
- ARPS will demonstrate a high level of parent satisfaction -- 85% or higher -- based on annual surveys.
- The Board of Directors will carry out its responsibilities with the utmost degree of good faith, honesty, integrity, loyalty and undivided service to the school as demonstrated by the actions of the Board and adherence to legal requirements.
- Financial planning and annual budgets will reflect the appropriate allocation of resources to ensure achievement of the school’s vision and mission as demonstrated by balanced budgets that address the school’s priorities and successful external audits.

These goals and our progress toward goals will be communicated regularly with our entire school community.

ELEMENT C: METHODS OF MEASURING STUDENT OUTCOMES

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

ARPS will administer a variety of meaningful assessments to document and analyze student academic achievement progress over time (see Element 2). Student achievement data gathered through internal and external assessments provide teachers the opportunity to modify classroom instruction in response to student outcomes and allows the school to modify its program to address student needs.

ARPS will comply with all regulations, reporting and processes associated with the State’s Local Control Accountability Plans under the Local Control Funding Formula.

Measurement Tools

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. In addition to these tools, more information on ARPS **sample assessment calendar can be found in Appendix [T]**.

Assessment Tool	Frequency of Assessment	Topics Assessed
California Smarter Balanced Assessments (SBAC) (Grade 7, 8, 11)	Annually	English Mathematics
California Science Tests (CAST) (Grade 8, 10 or 11, before senior year)	Annually	Science
English Language Proficiency Assessments for California (ELPAC)	Annually	English Language Proficiency
Physical Fitness Test (Grade 7, 9)	Annually	Physical Fitness

Cumulative Final Projects	Annually	English Mathematics Science History Cognitive Skills
Content Assessments within the Summit Learning Platform	Continuous	English Mathematics Science History
Enrollment and grades in college courses	Each Semester	Varies by student
NWEA MAP	2-3 times per year	English Math
PSAT	Annually	English Math College Readiness

ACT	Annually	English Math Science College Readiness
SAT I	Annually	English Math

SAT II	Annually	English Math History Science Spanish College Readiness
Progress in Coursework	Each semester	Textual Analysis Using Sources Inquiry, Analysis & Synthesis Composition & Writing Speaking & Listening English Math History Science Spanish
Progress toward achieving Individualized Learning Plan goals	Each semester	Varies, may include cognitive skills, multiple subjects, and habits of success
Progress toward achieving Individual Education Plan goals	Each semester	Varies, dependent on IEP

<p>Teacher-developed rubrics for projects and coursework, which may include:</p> <ul style="list-style-type: none"> • Experiment design • Problems of the week • Research projects • Revision process • Complex instruction activity • Socratic seminar • Classroom discussion • Structured academic controversy • Peer assessment • Persuasive speech • Essay • Lab report 	<p>Ongoing</p>	<p>Textual Analysis</p> <p>Using Sources</p> <p>Inquiry, Analysis & Synthesis</p> <p>Composition & Writing</p> <p>Speaking & Listening</p> <p>English</p> <p>Math</p> <p>History</p> <p>Science</p> <p>Foreign Language</p>
<p>Completion of all graduation requirements</p>	<p>Upon graduation</p>	<p>English</p> <p>History</p> <p>Math</p> <p>Science</p> <p>Foreign Language</p>
<p>Applications to four-year colleges</p>	<p>Upon graduation</p>	<p>College Readiness</p>
<p>Acceptance letters to four-year colleges</p>	<p>Upon graduation</p>	<p>College Readiness</p>

Use of Data

ARPS will use the comprehensive and customizable student information system Illuminate to store student information such as registration, class schedules, attendance, demographics, emergency contacts and more. We will also use Illuminate and Infinite Campus to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including schoolwide and subgroup analyses. While the Site Director has primary responsibility for overseeing all student achievement data entry, analysis, reporting, and reflection on data, all teachers will receive intensive training on the student achievement data and effective use of Illuminate and Infinite Campus.

Continuous Improvement

Our teachers and school leaders will analyze student achievement data on a continuous basis in order to identify individual student needs, trends across groups of students or classes, and longitudinal growth over time. Grade levels will be provided with common planning time that they use to examine data at least monthly. The Site Director monitors the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among different subgroups. Any problematic data trends are directly addressed through meetings with individual teachers, and through the examination of policies or curriculum that may be contributing to declining achievement or inequities.

Data review will also be used by school leaders to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practice.

On an annual basis, internal data will be compared to CAASPP and other state standardized test data to determine efficacy in predicting performance. ARPS will also annually prepare and make public its Student Accountability Report Card (SARC).

Parents/guardians will have real-time access to their child's academic performance (high school), attendance, discipline and other metrics via the Illuminate system. Teachers will review individual student achievement data with parents during annual teacher-parent conferences and in writing during quarterly progress reports; parents will receive grade updates on college coursework at the end of each semester; parents will receive test reporting via the Parent Portal; the School Accountability Report Card (SARC) will be available on the school website for review.

After enrollment, parents or guardians will be asked to complete a survey to help ARPS better understand why families are exercising ARPS as a school choice option for their students. To fulfill WASC requirements, ARPS will occasionally survey students, parents, teachers and staff members on a variety of topics to provide feedback for planning and policy making toward the end of continuous improvement.

Progress Reports / Grading

Teachers will formally report student progress to parents three times each year using progress reports for high school classes. Teachers will conduct parent conferences once annually (fall) at the time progress reports are issued so that parents have regular opportunities to discuss their child's progress personally with his or her teacher. For students that need additional support, an additional parent conference may be held in the spring.

During the summer prior and into the first month of the school's operation, the Site Director and teachers will collaboratively review the instruments, policies and procedures that are used to report student progress. All instructional staff will receive detailed training about the preparation of these reports during professional development sessions during summer and throughout the year.

Student achievement will be evaluated against State Standards and the school's stated outcomes will reflect student progress on a continuum toward mastery of the concepts and skills at each grade level. The progress reports will include a grade for each high school class, that is derived from their progress on their Focus Areas (30%) and their Projects (70%). Any grade below a 'C' will be marked as Incomplete, indicating an opportunity to correct or turn in work to improve the grade. High School grades are not final until the end of the school year. College grades will be added to the student transcript at the end of each semester, after completion of all classes.

At parent-teacher conferences, parents/guardians will review the progress of their student, sharing and discussing test scores, projects, schoolwork, and areas for improvement. At these meetings, home and school strategies are discussed so that the student has the best chance of continuously improving his/her performance.

California State Dashboard

ARPS shall strive to focus on continuous improvement using the state and local indicators on the CA State Dashboard and local assessments to ensure we are closing the achievement gap for all significant subgroups. The plan for achieving future growth targets includes the following elements:

1. Full implementation of a regular diagnostic program for all students;
2. Full implementation of a CCSS-based benchmark assessment program;
3. Utilization of English Language Development (ELD) benchmark assessments to monitor fluency;
4. Maintenance of CCSS-based professional development opportunities;
5. Strengthen instructional strategies including differentiation for EL students, underperformers, etc.; sensitivity to multiple intelligences; and best practices for direct instruction and student engagement;
6. Continue to identify students for intervention and to monitor their progress based upon their achievement on statewide assessments, benchmarks, and diagnostics with underperformers ("standard nearly met" or "standard not met") placed on an individualized intervention course under the supervision of the Advisor with the goal of advancing at least one performance level by the end of the year in which intervention was prescribed, with all students monitored by regularly by the Advisor for early designation for intervention, and will all assessment data reviewed annually by the Advisor for consideration of intervention and/or the student's personalized learning plan; and
7. Continue reflective practices to analyze data, share best instructional practices, modify the educational program, and plan for future program improvements.

District Visitation / Inspection

ARPS will comply with a District requested visitation process to enable the District to gather information needed to validate the school's performance and compliance with the terms of this charter. ARPS agrees to and submits to the right of the District to make random visits and inspections or observations in order to carry out its statutorily-required oversight in accordance with Education Code Section 47607.

Response to Inquiries

Pursuant to Education Code Section 47604.3 the School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District Office of Education, School Board of Education, and the State Superintendent of Public Instruction.

ELEMENT D: GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated by Aspen Public Schools, a California nonprofit public benefit corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law. **Aspen Public Schools Articles of Incorporation, Bylaws, and Conflict of Interest Codes can be found in Appendix [K].**

Governance Structure

Board of Directors

Major Roles and Responsibilities

The Board of Directors is fully responsible for the operation and fiscal affairs of the ARPS, including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismiss the Chief Executive Officer
- Approve contractual agreements in excess of \$2000.00
- Approve and monitor the implementation of general policies including effective human resource policies for career growth and compensation of the staff
- Approve and monitor the annual budget, budget revisions, and monthly cash flow statements
- Act as a fiscal agent, including but is not limited to the receipt of funds for the operation of the ARPS in accordance with applicable laws and the receipt of grants and donations consistent with the ARPS mission
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed
- Execute all applicable responsibilities provided for in the California Corporations Code
- Engage in ongoing strategic planning

- Approve the school calendar and schedule of Board meetings
- Recruit and appoint new Board members and provide orientation training
- Evaluate school effectiveness by monitoring student performance on the basis of measurable outcomes
- Ensure that the School Academic Report Card (SARC) and Local Control and Accountability Plan (LCAP) are prepared annually
- Approve out of state or overnight field trips for students
- Participate in the dispute resolution procedure and complaint procedures when necessary
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration
- Approve annual independent fiscal audit and performance report
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with, inconsistent with, or preempted by any law, and which are not in conflict with the purposes for which the school was established.

The Charter School, intending to apply for Title I and/or Title III funds, will create either a School Site Council, or the LCAP Advisory Group, allowed to charter schools as of January 1, 2019. Either group will be comprised of parents, teachers, staff, students, etc. who discuss the LCAP throughout the year, including the use of Title I/III funds.

Chief Executive Officer

The Chief Executive Officer serves as the operational and educational leader and chief executive officer of APS, Inc. The Chief Executive Officer is responsible for the direction of the Charter School and of APS, Inc., relationships with stakeholders (e.g. community members, parents, students, staff, donors, District oversight office, etc.) and leadership of the organization's development efforts.

The Chief Executive Officer shall perform assigned tasks as directed by the Board of Directors. These tasks may include, but are not limited to, the following:

- Ensure ARPS enacts its mission
- Guide ARPS toward the fulfillment of its vision and future goals
- Communicate with and report to the Board of Directors
- Oversee implementation of organizational policies established by the Board of Directors
- Oversee all corporate finances, including those of ARPS, and take actions to ensure financial stability and accurate financial records
- Oversee the recommendations of employee hiring, promotion, discipline, and/or dismissal
- Oversee operational systems such as student records, teacher records, teacher credentialing, contemporaneous attendance logs, purchasing, budgets, and timetables
- Promote ARPS in the community, encourage positive public relations, and interact effectively with media
- Takes an active role in fundraising and grant writing
- Ensure compliance with all applicable state and federal laws
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District;

- Attend District administrative meetings as requested by the District and maintain contact with the District as needed
- Present the independent fiscal audit to the Board of Directors, and, after review by the Board of

Directors, present audit to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to another appropriate employee or third-party provider.

Chief Academic Officer

The Chief Academic Officer provides leadership and support in implementing the educational vision, philosophy, goals, objectives and course of study. Responsibilities include:

- Planning, directing, implementing and evaluating the instructional program of the schools
- Oversight and planning of professional development for teachers and staff
- Oversight and training of site leadership and special education
- Oversight of hiring practices, providing guidance to site leadership
- Evaluation of all direct reports
- Monitoring the schools' instructional accountability, including collecting, analyzing, and reporting school and student performance data to develop school priorities and to drive decision-making
- Ensuring that appropriate evaluation techniques are used for both students and staff
- Student discipline, and as necessary participate in the suspension and expulsion process

Site Director

The Site Director is the leader of the school site. He/She ensures that the curriculum is implemented in order to maximize student learning experiences and be responsible for the orderly day-to-day operations of the School and the supervision of all employees at the school site. Responsibilities include, but are not limited to, the following:

- Manage and/or oversee all daily school operations, including student admissions and discipline, facilities, food services, front office, school scheduling, etc.
- Recruit, hire, train, coach, evaluate and if needed, discipline or terminate all teachers and staff
- Ensure that appropriate evaluation techniques are used for both students and staff
- Develop, support, guide, and evaluate teachers, counselors, and other personnel to ensure the academic achievement of all student subgroups and targeted student populations
- Provide instructional support by building the capacity of teachers in implementing effective strategies to teach all student subgroups and targeted populations, including English Learners, foster youth, low income students, gifted and talented students, and students with disabilities
- Prepare the annual Local Control Accountability Plan
- Oversee school wide testing and the appropriate support staff
- Prepare the school's master schedule and summer school schedule
- Assist the Chief Executive Officer in meeting state and federal mandates and to ensure instructional monitoring and compliance needs

- Take responsible steps to secure full and regular attendance of students enrolled in accordance with policies established by the Board of Directors
- Oversee student discipline, and as necessary participate in the suspension and expulsion process
- Promote school in the community
- Oversee student services, extracurricular activities, and all school athletics
- Organize, assist, and implement the school’s safety plan and ensure compliance with mandated child abuse reporting
- Manage the school physical plant

A detailed Organizational Chart is included in Appendix [G]

Governing Board Composition and Member Selection

Aspen Ridge Public School is governed by the APS, Inc. Board of Directors (“Board” or “Board of Directors”) in accordance with the Board’s adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Board of Directors is composed of three (3) to seven (7) directors, as set by resolution of the Board. No employees of ARPS, AVP, AMPS or APS, Inc. serve on the Board. All directors are designated at the corporation’s annual meeting. Each director holds office, unless otherwise removed from office in accordance with the bylaws, for two (2) years and until a successor director has been elected as required by the position as described below. Board members may serve consecutive terms on mutual agreement of the Director and the Board.

The current APS, Inc. Board is composed of the following members:

John Grice, Principal at John Grice Consulting, Board President, international businessman with extensive experience with project management and sales

MaryJane Fitzpatrick, Recreation manager of the Parks, Recreation and Community Services Department (retired), experienced organizational management, fundraising and healthy activities for children

Deborah Torres, Director of Development, Fresno Police Chaplaincy Resiliency Center, experienced in non-profit and project management, service to at-risk populations, and fundraising

Priscilla Robbins, Director of Rescue the Children, Women and Children’s Programs, experienced in administration, human resources, and service to populations with many obstacles.

1 pending board member application

Board Member Request for Information in Appendix [I].

The existing Board of Directors designates all other directors. Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether they fit the stated needs of the Board recruitment strategy. Although the Board strives for unanimous support for new Board Members, per the Bylaws, a simple majority is all that is needed to designate a Director.

Although not required, the Board strives to create an odd number of Directors for voting purposes. In accordance with its Bylaws, the Board appoints new members upon the resignation or removal of any director, or any change in the stated number of Board members (e.g., expanding the size of the Board to increase fundraising capacity).

In accordance with Education Code Section 47604(c), the District may appoint a representative to sit on the Board. If the District chooses to do so, the Board may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, APS, Inc. complies with conflict of interest laws related to public entities including Govt. Code 1090, as set forth in Education Code Section 47604.1, and the Political Reform Act.

In recognition of the need for diverse voices and expertise on the Board, there is a consistent attempt to recruit Board members to ensure sound oversight of the fiscal, operational, and instructional practices of the school, including individuals with experience in business management, law, finance, education, governance, administration, facilities, and community relations.

Threshold screening criteria for all prospective members of the Board demonstrates understanding of the mission and vision of APS, Inc. and a strong commitment to serving the school's students. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfilling all Board responsibilities, including a willingness to routinely attend Board meetings and participate actively in oversight of the school. New Board members go through an initial orientation to their responsibilities as Board members and effective charter school oversight.

The Board seeks appropriate training and other resources for continuous improvement of performance, both as a full Board and individually. Such training includes full-Board training sessions with experts familiar with charter school governance, finance, and more.

Officers of the Nonprofit Public Benefit Corporation

President

The President is the general manager of the nonprofit public benefit corporation and supervises, directs, and controls the corporation's activities, affairs, and officers. The President shall have such other powers and duties as the Board of Directors may require.

Treasurer

The Treasurer shall keep and maintain adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be sent financial statements and

reports as required by law, the bylaws, or the charter. The Treasurer shall make deposits, disburse funds, render accountings, and have any other powers that the Board, contract, job specification, or bylaws may require.

Secretary

The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Governance Procedures and Operations

The Board of Directors meets monthly (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1. Additional meetings are called as necessary and comply with all of the provisions of the Brown Act. At an annual meeting, the Board sets the calendar for upcoming Board meetings for the year and publishes the schedule on its charter schools' websites. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are physically posted at the school's entrance and office, and posted on the school website, for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings are posted in the same manner at least 24 hours before the meeting.

The Board may initiate and carry 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 this charter or the purposes for which charter schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report (if any), and the adoption of Board policies. The Board 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 conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the Board. In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries, that all votes are taken by roll call, and other prescribed requirements for teleconference participation are met, as detailed in the Bylaws.

The Board of Directors may, in its discretion, form committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, a Finance Committee, Personnel Committee and Nominating Committee. Committee meetings are held in accordance with the Brown Act, as detailed in the Bylaws. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Contracted services shall be chosen, negotiated, monitored, audited and evaluated by the Board, to ensure the following:

- the reasonableness of the terms of the contract with costs reflecting a fair market value of services provided
- fidelity to the charter
- the academic success as measured by federal and state performance standards and the methods of measurement described herein
- the fiscally sound condition of the School

The School contracts with a business services provider with expertise in supporting charter schools for back-office support with payroll, budgeting, and financial reporting compliance, and is guided by the above principles in doing so.

Aps, Inc. Chief Executive Officer

The Chief Executive Officer is the Chief Executive Officer (CEO) of Aspen Public Schools, Inc. She/he is responsible for the effective operation of the ARPS, and the general administration of all instructional, business, or other operations of the schools. She/he administers and supervises the school employees, leads development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's core values—including developmental philosophy and parental involvement.

She/he works closely with the Chief Academic Officer to plan and design innovative curriculum, and design and implement teacher training for effective curriculum implementation. She/he ensures that the school program provides all students with core academics (i.e. reading and writing, math, social studies and science) and that students receive academic enrichment, including arts, music, and PE. She/he also works collaboratively with both CMO and school site staff, and the Board of Directors, to provide consistent and effective school leadership.

Summary of Essential Functions

The Chief Executive Officer is responsible for overseeing and supporting a high performing school and building a world class organization. He or she is the primary liaison with other school leaders and governing board members, the Board of Directors, governmental agencies, legislators and the public. The Chief Executive Officer is expected to build partnerships locally and with national organizations that are committed to high-quality charter school authorizing.

The Chief Executive Officer is responsible for the overall planning, coordinating, and supervising of the Charter School operations, including its process for authorizing new charter schools and managing existing contracts. Much of this work is accomplished through establishing and maintaining high-quality, transparent systems of accountability.

The Chief Executive Officer sets strategic direction for the organization. The Chief Executive Officer works closely with and is accountable to the Board of Directors for ensuring efficient and productive Board meetings as well as carrying out the organization's mission and achieving its goals. The Chief Executive Officer oversees all central office staff and the Chief Academic Officer, who in turn supervises the Site Directors.

Performance Responsibilities

The Chief Executive Officer is responsible for:

- Meeting all goals and objectives established with the Board of Directors.
- Providing regular and accurate reports on progress, issues and recommendations to the Board.
- Performance management of schools.
- Staffing decisions for organization, including both schools.
- Developing an annual budget and maintaining the organization's fiscal health.
- Promoting and maintaining a positive climate by ensuring that all interactions with staff, schools, agencies and the public are prompt and courteous.
- Establishing and maintaining professional and cooperative working relationships with all stakeholders and partners.
- Encouraging innovative education decisions through the organization.
- Providing technical guidance and assistance to schools.
- Maintaining a high-functioning organization.
- Overseeing compliance with state and federal laws.
- Supervision of Central Office Administrative Team
- Oversee strategic planning process

Parent/Guardian Involvement

Family participation plays a vital role in the effectiveness and quality of our program. Parents are encouraged to contribute volunteer time and to be part of the Parent Lighthouse Team, which functions as school site council in coordinating parent volunteers and input into school operations. The Site Director shall maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Parent Lighthouse Team membership
- Lighthouse Team leadership
- Assisting during festivals
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service on the Board of Directors
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office

No child will be expelled from school or unable to participate in any school activities due to the failure of his or her parent or legal guardian participation.

In addition, ARPS strives to ensure frequent and comprehensive home-school communications and uses a variety of means to communicate effectively with parents, including, but not limited to:

Website, Facebook, Twitter, Newsletter, School Messenger (phone calls), monthly breakfast meetings with the Chief Executive Officer and many other opportunities to connect including family nights and parent training.

ELEMENT E: EMPLOYEE QUALIFICATIONS

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

All employees shall be employees of Aspen Public Schools, Inc., an equal employment opportunity employer. Unlawful discrimination or harassment on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law is strictly prohibited.

Employees’ job duties and work basis are negotiated in individual employment agreements, and general job descriptions have been and will be developed for each staff position in alignment with this charter petition. APS, Inc. is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the school.

ARPS is a school of choice, and no employee will be forced to work at ARPS or any other school operated by Aspen Public Schools, Inc.

APS, Inc. complies with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. In accordance with Education Code §§ 47605(l) and 47605.4(a), APS, Inc. ensures that all teachers in ARPS hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. The School actively recruits credentialed teachers to minimize the use of teachers holding emergency credentials. APS, Inc. shall also ensure that all paraprofessionals meet all applicable legal requirements, including, but not limited to Education Code Section 45330(c).

Any ARPS teachers teaching dual enrollment courses are required to have a Master’s degree in the specialty they are teaching or at least 18 graduate level credit hours within that specialty. Should situations arise where an ARPS teacher doesn’t have the requisite qualifications to teach a dual enrollment course, an FCC instructor will teach the applicable dual-enrollment course.

The School complies with all state and federal laws concerning the maintenance and disclosure of employee records. The School complies with all applicable state and federal mandates and legal guidelines relative to ESSA.

The CEO/Superintendent will make final hiring recommendations to the APS Board. Initial salary of certificated personnel will depend on teachers’ academic degrees and certification, relevant professional experience, and specific expertise. Initial salary of classified employees will depend on relevant licensure or certification, professional experience, and specific expertise.

In addition to teacher credentialing requirements, APS maintains the following specific qualifications for key categories of employees:

CEO/Superintendent

Qualifications:

- Master's degree or higher required.
- At least five years of broad, varied and increasingly responsible experience with budgeting, information technology, personnel management, and organizational procedures.
- Demonstrated track record in a senior management position with a high-performing charter school or charter school network is desirable.
- Charter school and/or school district leadership experience desirable.
- Strong judgment and instincts around politics and policy, relationship building and partnerships, and balancing school accountability with technical support and assistance.
- Ability to build and maintain an effective organization committed to a common goal.
- Awareness of principles, methods, and procedures related to charter school operations, information technology and data management, budgeting and accounting.
- Awareness of laws, policies, and regulations pertaining to charter school operations and performance.
- Awareness of best practices in charter school authorizing.
- Ability to negotiate effectively.
- Establish and maintain cooperative/collaborative relationships with all schools and partners.
- Deal effectively and graciously with situations requiring tact and judgment.
- Lead a high-performing organization including high levels of employee satisfaction and team health.

Chief Academic Officer

The Chief Academic Officer is an inspiring leader and communicator with substantial educational experience in charter, public, or private school settings. Reporting to the Chief Executive Officer, the Chief Academic Officer is responsible for development, alignment, and academic excellence of K-12 instructional programs. The Chief Academic Officer supervises and supports the Site Directors and oversees curriculum. In addition, some instructional support staff will report directly to the Chief Academic Officer. The Chief Academic Officer provides leadership, vision, and strategic direction for curriculum, instruction, assessment, and school improvement initiatives overseeing professional development. The ideal candidate will have a proven track record of attaining exemplary academic results.

Responsibilities:

Leadership

- Develop and lead Site Directors and academic teams in their roles as instructional leaders
- Assist the Chief Executive Officer in the implementation of the Strategic Plan, with a focus on student success and academic excellence

- Implement the school’s educational design, including standards, assessments, instructional guidelines, ability grouping, and school culture
- Participate in professional conferences, community outreach, and regional, state, and national educational organizations to stay current with relevant academic developments and to establish APS as an academic leader

Student Success

- Evaluate program effectiveness and acquire appropriate program resources to ensure that curricula are student focused and aligned with the school’s missions, core values, academic standards, and strategic goals
- Ensure that curricula align with and exceed national and state standards and help create curricula that allow for efficient and effective pacing, sequencing, and lesson planning
- Create school-wide continuity in the academic sequence and unify school culture

Professional Environment & Culture

- Empower Site Directors and school leaders to take ownership and be accountable.
- Focus on teacher development and establish an effective annual teacher evaluation plan.
- Assist Chief Executive Officer to increase job satisfaction and retain exceptional educators.

Qualifications:

- Master’s degree in Education, Education Administration, or related field
- At least 7 years of professional experience (10+ preferred), with at least 3 years’ experience as a school leader with a proven track-record of success; Charter school and/or district-level leadership position experience preferred.
- Demonstrated experience in effectively solving challenging problems through a positive, collaborative approach required.
- Demonstrated experience in the design, implementation, of curriculum, instructional practices, and teacher development required.
- Demonstrated success leading strategic educational initiatives that result in measurable improvements in student achievement required.
- Detailed knowledge of the CCSS, instructional technology, and innovative teaching practices preferred.
- Experience and knowledge of budget preparation and management in alignment with strategic priorities preferred.
- Demonstrated experience developing and delivering new curriculum to meet academic goals preferred.
- The Chief Academic Officer reports to the Chief Executive Officer. The Chief Academic Officer will have oversight and ultimate responsibility for all academic staff at both schools, with specific supervisory duties for Site Directors.

Site Director

Responsibilities:

Student Achievement

- Lead and oversee the school's instructional program
- Analyze data with other teachers regularly to maximize student performance
- Ensure that every student show achievement gains and that the school meets performance goals

Teacher development and evaluation

- Plan appropriate professional development for all teachers
- Formally supervise, observe, and evaluate all school staff

School Leadership

- Model school values and set the standard for professional behavior by modeling the 7 Habits
- Supervise the teachers and staff
- Create a data-centered and leadership-oriented school culture
- Cultivate positive relationships with parents and the local community
- Interview and select teachers as part of the hiring team
- Communicate regularly with teachers, parents, and students both informally and through weekly staff and parent memos
- Ensure that the school runs smoothly, efficiently, and on budget

Skills and Characteristics

- Very strong classroom management and discipline skills
- Excellent communication skills, especially with students and parents
- Extremely high standards for student leadership and achievement
- Relentlessness - doing whatever it takes to ensure success
- Team player
- Willingness to aggressively seek administrative certification
- Belief in the APS, Inc. mission and educational model
- Maturity, humility, strong work ethic, sense of humor, and "get it done" attitude
- Proven track record of instructional leadership and academic excellence, including English Learners and those with special needs
- Ability to work with students and staff and to motivate and engage them in a positive way
- Ability to demonstrate leadership and project management skills needed to facilitate a group or project

Qualifications:

- Bachelor's degree required; master's degree preferred
- Valid California Teacher Credential
- Administrative credential preferred with willingness to aggressively seek administrative certification
- At least four years of teaching experience

- Proven track record of instructional leadership and academic excellence, including English Learners and those with special needs
- Educational vision for and experience with low-income and/or minority children
- Willingness to continue established educational programs and investigate new research-based successful practices
- Demonstrated ability in helping teachers become skilled practitioners
- Proven track record in collaboration, teamwork and achievement results
- Excellent communication skills, especially with students and parents
- Extremely high standards for student leadership and achievement
- Relentlessness - doing whatever it takes to ensure success ● Team player
- Belief in the APS, Inc. mission and educational model
- Maturity, humility, strong work ethic, sense of humor, and “get it done” attitude
- Ability to work with students and staff and to motivate and engage them in a positive way

Teachers

Responsibilities:

- To provide each student with a caring, stimulating, learning environment that will cultivate emotional intelligence and enable each child to reach his/her fullest academic potential.
- Design, deliver instructional lessons to meet curriculum requirements adopted by the California State Board of Education
- Provide planned learning experiences that motivate students, utilize best practices, are inclusive of parent participation, adhere to ARPS’s educational model, and are developmentally appropriate
- Develop current lesson plans (daily and/or weekly) and instructional materials that provide individualized and small group instruction in order to adapt the curriculum to the needs of each pupil
- Select and utilize appropriate instructional materials, aids, and supplies that assist in the
- development of innovative, well-organized units of study
- Identify, record, reflect on student needs and cooperate with the professional learning community to assess, plan, monitor, and implement methods to solve student health, attitude, and learning issues
- Work collaboratively with parents to design, deliver, manage learning experiences for all learners
- Establish and maintain high standards of student behavior needed to achieve optimal learning atmosphere in the classroom
- Provide a functional and attractive environment in the classroom conducive for learning and aligned to the curriculum
- Adhere to ARPS’s Restorative Justice policy, and social/emotional learning policy
- Plan and coordinate the work of aides, teacher assistants, parents, and other paraprofessionals as appropriate
- Participate cooperatively in the system of evaluation as stated in the charter’s guidelines.
- Administer assessments in a variety of forms (formative, summative, standardized, etc.) in accordance with the charter’s testing programs
- Evaluate students’ academic and social growth, keep appropriate records, prepare student reports and communicate with parents regarding their child's progress

- Communicate with parents, administration, colleagues in a timely, consistent manner
- Actively participate in a professional learning community
- Perform basic attendance accounting and business services as required in an accurate and timely manner
- Supervise students in out-of-classroom activities during the assigned working day.
- Share in the sponsorship of student activities and participate in faculty committees as agreed upon
- Attend all teacher in-service education
- Maintain professional competence through participation in additional in-service activities and other learning opportunities and/or self-selected professional growth activities

Qualifications:

- Bachelor's degree
- Master's Degree if teacher instructs dual enrollment classes
- Valid Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment
- Committed to the school philosophy, vision, and mission
- Teaching experience at the grade 7-12 level preferred

Education Specialists

As discussed in Element 1, ARPS employs Education Specialists to administer the academic intervention programs and to assist with IEPs.

Responsibilities and Duties:

- Raise student achievement of special education students and students with educational gaps
- Work in conjunction with the Site Director to facilitate the development, refinement, and implementation of accommodations and modifications to curriculum and related assessments to meet the academic needs of students eligible for special education services, as well as students demonstrating academic gaps
- Serve as an instructional resource for directors and teachers, for school initiatives and programs
- Plan, promote, and provide professional development that will improve instructional skills to include accommodations and modifications and state assessment decisions and underserved students with academic gaps, including training teachers on the use of interventions and analyzing student data to identify strengths and needs
- Regularly visit classrooms and model effective differentiated instructional strategies and lessons for teachers
- Assist in the process for the selection of instructional materials, visual media, and instructional software
- Participate in the evaluation of programs and instructional strategies
- Perform other duties as assigned

Qualifications:

- Bachelor's Degree; Master's Degree Preferred
- Special Education and Teacher Certification
- Two or more years' classroom experience in an urban setting teaching special education preferred
- Professional development presentation experienced preferred
- Prior training in curriculum development and proficiency in content-area curriculum and instructional strategies preferred
- Demonstrated ability to work collaboratively and successfully

Aides/Paraprofessionals

ARPS employs non-certificated instructional support staff in the form of instructional aides and instructors of enrichment/non-core subjects. These staff members have an appropriate mix of subject matter expertise, professional experience, or demonstrated capacity to work successfully in the designated capacity. They do not assign grades or approve student work assignments without the approval of a teacher.

Responsibilities:

Instructional or Student Service:

- Supervise children in all indoor and outdoor activities ensuring a safe environment, especially during transitions and bathroom breaks
- Monitor the school's entryway, greeting parents and visitors to the school and maintaining school safety
- Supervise children during breakfast, lunch and snack time, encouraging good eating habits are developed
- Assist in teaching children to become responsible for their decisions and actions.
- Guide children's behaviors in a positive way that teaches self-respect along with respect for others and the community around them
- Encourage children to interact positively with other children and people around them
- Provide a wide variety of age appropriate activities that offers physical and emotional growth
- Prepare instructional materials needed to implement the daily activity plans with the classroom teacher
- Maintain open lines of communication with the classroom teacher and team to ensure individual needs of all children are met
- Prepare and distribute healthy snacks as necessary for children
- Lead the classroom if teacher is running late or requested a substitute ● Help and supervise during any field trip and school-related activities
- Documentation of High School Graduation and post-secondary units hold an associate degree from a recognized college or university or have completed 2 years of college with a minimum of 60 semester units (90 quarter units) from a recognized college or university)
- Candidates for teaching profession are preferred
- Demonstrated competency in mathematics and language arts as evidenced by transcripts or completion of a basic skills assessment
- Strong interpersonal, oral and written communication skills

- Demonstrated commitment to the ARPS vision and mission
- Meet all requirements needed for compliance with federal and state regulations

Office Manager

Responsibilities and Duties:

Non-Instructional Operations

- Efficiently implement all daily, non-instructional operations
- Supervise school operations staff including front office reception, food service, and maintenance
- Ensure all policies, logistical procedures, handbooks, and programs address the safety of students and staff
- Oversee distributions of all necessary student/family packets and other communications in coordination with Site Director
- Implement efficient operational systems and office procedures
- Manage food service personnel, vendors, food program documentation, compliance, reimbursement, payment system, safety, and quality controls
- Manage vendor relationship with transportation services
- Assist with logistics of student clubs, orientations, information nights, and other events

Facilities Operations

- Coordinate facilities projects and requests (e.g. space allocations and renovations, room changes, furniture orders)
- Develop facility maintenance plans and schedules
- Manage maintenance, janitorial, and pest control services
- Assist procurement and construction of new facilities, if applicable

School Operations

- Oversee student record keeping, student information, and attendance reporting
- Assist with student application process, lottery, and enrollment and ensure that procedures are compliant
- Oversee and assist with student supervision including arrival / dismissal, lunch, and break
- Coordinate all special student events such as field trips, in-school fundraising, and assemblies
- Oversee school risk management including health, safety, emergency plans, and student insurance

Qualifications:

- Bachelor's degree required or a minimum of three years in operations, facility management,

human resources, information technology, relevant start-up, or accounting

- Experience in program development, counseling, and other administrative duties in the middle/high school setting is a plus
- Evidence of successful track record
- Flexibility and willingness to participate in projects outside articulated responsibilities above

Administrative Support

Provide office support for all directors related to implementing their duties, including:

- Perform basic accounting and payroll, communications, office supervision, attendance tracking, clerical duties, and the operation of office equipment
- Perform clerical and administrative procedures for daily school operations
- Prepare correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner
- Assure that student data, permission slips, and other required paperwork are kept current for each student as needed
- Prepare and mail correspondence to students' parents
- Answer high volume of calls, return general voicemails or emails
- Contacting parents regarding absences, missing assignments, teacher concerns or student illness
- Implementing systems to support the work of teachers and administrative staff
- Independently, or in accordance with administrative instructions, developing school communications in English, Hmong and Spanish based on a thorough knowledge of school policies, programs and systems
- Translating for parent meetings and school events
- Preparing and maintaining a variety of student, personnel and school records
- Maintaining and operating a variety of office equipment, such as the copy machine, printers, fax machine and scanners with speed and accuracy
- Assisting in the coordination of special events
- Place orders for office and classroom supplies
- Collect necessary paperwork and assist in the full enrollment of a new student
- Assist the Site Director and members of the administrative team, as directed

Qualifications include:

- High school diploma, some college credits earned/BA degree preferred
- Must be organized, creative, independent and self-motivated, enthusiastic, dependable, detail-oriented, flexible in scheduling and prioritization and driven by excellence
- Must possess good communication skills to present facts and recommendations effectively in oral and written form, including accurate grammar and business correspondence knowledge
- Demonstrated proficiency with letter and report writing, accurate mathematical calculations, word processing, record keeping and data collection systems
- Interpersonal skills to establish and maintain effective relationships; demonstrated ability to communicate in situations requiring tact and poise; skilled in confidentiality and discretion

Must be able to adjust tasks and focus with composure, and in accordance with changing deadlines and priorities

ELEMENT F: HEALTH AND SAFETY PROCEDURES

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

- i. *that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- ii. *The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- iii. *That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).”*

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety policies and procedures and risk management policies in consultation with its insurance carriers and risk management experts. These policies have been incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the CEO/Superintendent and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

Attached as **Appendix [Q]**: Aspen Public Schools SAFETY PLAN

The Health and Safety Policy address the following areas, at a minimum:

- Child Abuse Reporting
- Child predators (gates, walls, child pick-up and drop-off, etc.)
- Sexual/Other Harassment Reporting
- Asbestos management
- ADA adherence
- Food service safety
- Blood borne pathogens
- Pest management
- FERPA
- Immunizations
- TB Testing
- Medication in school
- Vision, hearing, and scoliosis screening, per code
- Student Illness & Injury Policies

Emergency Policies and Procedures address the following areas, at a minimum:

- Earthquake
- Fire
- Terror threats
- Hostage situations
- School lock-down procedures
- Evacuation plans
- Safety drills

- Annual testing of sprinkler systems, fire extinguishers, and fire alarms

Procedures for Background Checks

All employees and all volunteers performing services that are not under the direct supervision of an employee, and any onsite independent contractors or vendors having unsupervised contact with students are required to submit to criminal background checks and fingerprinting in accordance with state law. The Chief Executive Officer Site Director shall monitor compliance with this policy. ARPS maintains on file and available for inspection evidence that APS, Inc. 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. APS, Inc. shall also ensure that the Site

Director receives subsequent notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

Role of Staff as Mandated Child Abuse Reporters

In accordance with state law, all teachers and staff are mandated to report any suspected child abuse. The procedure for the mandated individual is to immediately make a call to the Department of Children and Family Services. The mandated reporter then files a report within 36 hours of first becoming aware of a suspected case of child abuse. The report is with either the Police Department Child Abuse Unit or the Department of Children and Family services. The mandated individual will meet with the appropriate authorities accordingly and inform the administrator that a report has been made. Staff members receive in-service training and sign a document verifying notification and understanding regarding this responsibility.

Blood-Borne Pathogens

ARPS meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. It has a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students, and staff follow the latest medical protocol for disinfecting procedures.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

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

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.). **School Safety Plan**

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall address procedures for conducting tactical responses to criminal incidents and the following safety topics, pursuant to Education Code Section 32282(a)(2)(A)-(H): child abuse reporting procedures; routine and emergency disaster procedures; policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations; procedures to notify teachers of dangerous students pursuant to Section 49079; a discrimination and harassment policy consistent with Section 200; provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable; procedures for safe ingress and egress of pupils, parents, and employees to and from school; and a safe and orderly environment conducive to learning.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001. The Charter School shall only utilize facilities that are compliant with the Americans with Disabilities Act.

As the Charter School is an ongoing enterprise, compliance with federal, state, and local building and safety codes is well established as the Charter School has been subject to inspections and scrutiny as prescribed by law and has met no sanction or rebuke from any such regulatory authority. Assurance of continued compliance is asserted here. The Charter School has and will continue to maintain, improve, and expand its current facilities.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s

association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Immigration Policy

ARPS will comply with the requirements of AB 699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General.

TB Testing

Faculty and staff are assessed or examined for tuberculosis ("TB") prior to commencing employment and working with students, in the manner required by Education Code Section 49406, as amended.

Immunizations

ARPS adheres to all law related to legally required immunizations for entering students pursuant to Health and Safety Code §120325-120375, and Title 17, California Code of Regulations §6000-6075.

Medication in School

Students requiring prescription medications and other medicines during school hours are accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents complete the appropriate form authorizing school staff to administer medication. Designated staff put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff log times for administering medications for each student and establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff provide parents with one week's notice to alert them that additional medications are needed.

Auxiliary Services

School staff conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

Vision/Hearing/Scoliosis

ARPS adheres to Education Code §49450, *et seq*, to provide screening of students for scoliosis, as well as their vision and hearing to the same extent required of non-charter public schools, as applicable to grades 9-12.

Emergency Preparedness

ARPS adheres to its Emergency Preparedness Handbook containing procedures for safety, drafted specifically to the needs of the school site. This handbook includes but is not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff members receive detailed annual training on emergency procedures. The handbook shall be kept on file for review.

Fire Drills

Fire drills are held at least twice a semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers close all windows and doors have their class attendance roster with them.

Students who are not in a classroom at the time the fire drill signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff ensure that all students find their respective teachers. Teachers take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel, and administrative staff attempt to locate missing students. Students remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The Charter School will comply with the requirements of AB699 by adopting policies consistent with the guidance and model policies issued by the California Attorney General. The information sheet shall include, but not be limited to, all of the following:

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

Disaster Drills – Earthquake

Disaster drills are conducted at least once every two months. Students are made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine is initiated by an announcement over the intercom. Staff and students hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills are concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are in an outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff turn off the gas. All unassigned staff report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, a designated evacuation code word will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Lock-Downs

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time. A designated Lock Down code word will be given over the intercom and Lock Down procedures will be followed. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers and students will remain in the classroom or secured area until further

instructions are given by the Site Director or law enforcement. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus. The office personnel will coordinate information requests to and/or from law enforcement and parents.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the designated evacuation code word over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. ARPS relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the premises, or in a product, facility, piece of equipment, process, or business practice for which ARPS is responsible, the employee will bring it to the attention of their supervisor, the Site Director, or Director immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Chief Executive Officer regarding the problem.

Employees are required to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Periodically, APS, Inc. may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

Drug Free/Alcohol Free/Smoke Free Environment

ARPS shall function as a drug, alcohol and tobacco-free workplace.

Comprehensive Sexual Harassment Policies and Procedures

ARPS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law. APS, Inc. has developed a comprehensive policy regarding discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is promptly addressed in accordance with ARPS's policy. **FERPA**

APS, Inc., employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Student Records

APS, Inc. will adhere to procedures related to confidentiality and privacy of student records. ARPS keeps student records in a locked file cabinet to which only designated staff will have keys, in accordance with policies. Student special education files are kept in separate locked cabinets to which only staff designated to have access shall have keys. Electronic student information systems use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records are requested from the respective district.

ELEMENT G: STUDENT POPULATION BALANCE

“Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476),¹ on the balance of pupils with disabilities at the charter school. Ed. Code § 47605(c)(5)(G).”

ARPS will strive to ensure that the Charter School achieves a balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within the territorial jurisdiction of the District. ARPS will monitor the student population balance on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, to achieve a diverse balance of racial and ethnic students, special education students, and English Learners that aligns with the general population in the target community. The outreach plan will include efforts to reach English Learners, redesignated fluent English-proficient students and special education students. The outreach will include languages of target student populations.

As a recipient of federal funds, including federal Title I, Part A funds, ARPS abides by all applicable federal program requirements. This includes, but is not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. These mandated requirements 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 School wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

ARPS' Site Director bears primary responsibility for student recruiting and outreach, with support of APS, Inc.'s Chief Executive Officer. In recognition of the fact that parents and students are the best ambassadors for our programs, parents of students at ARPS assist in outreach, including tours and open houses at the school. All families on the ARPS waiting list for enrollment will be informed about other options.

Outreach Campaign

ARPS implements a student recruitment strategy that focuses on targeting the immediate areas surrounding the ARPS facility, including neighboring residences and businesses. Such strategies shall include, but are not limited to, the following strategies designed to achieve a balance of racial and ethnic students, special education students and English Learners that is reflective of the general population residing within the boundaries of the FUSD. Enrollment and recruiting advertisements for the school shall clearly state that the Charter School services students with disabilities in the least restricted environment. Wherever possible, the Charter School shall attempt to provide written materials in additional languages spoken by the local community (including, but not limited to Hmong) and shall attempt to have translators available at orientation meetings.

ARPS will hold at least one orientation meeting once per month in the three months preceding the annual lottery, and shall attempt to have translators available for additional languages including, but not limited to, Spanish and Hmong . The Site Director meets with community leaders and attends community events in the months leading up to the lottery, including:

- Local Council Members/Field Offices
- Neighborhood Association meetings and events, specifically: Lowell and Jefferson community groups
- Business Association meetings and events, specifically: Downtown Rotary Club, Cultural Arts Rotary Club, etc.
- Community Benefit Organizations

Marketing Plan

Aspen Public Schools has never found a need to engage in marketing. Word of mouth has always been our best tool. The current political environment creates suspicion and fear around charter schools. We have realized the need to tell our schools' stories to help our community realize that another high quality, free, public option exists for students in our great city. Our plan is to engage with a local marketing firm to:

- Further define our brand, by establishing our values and mission with consistent tone, messaging and style while targeting neighborhoods near our schools
- Plan communication activities such as events and in-person interactions to build trust and rapport. This may look like tours, town halls, meals, etc.

- Communicate to our current stakeholders: teachers, students and families, to make sure that everyone is aware of and accepting of our mission and vision. Ask them to help us tell the story to a wider audience!
- Use digital promotion, including a user-friendly website and social media accounts to establish a strong presence online that is easily shared, either organically through stakeholders, or through paid, more targeted marketing.

Finally, as needed, ARPS staff and volunteers engage in door-to-door outreach and flyers at local businesses surrounding the school (groceries/markets, laundromats, health clinics, etc.) to ensure that those “hardest to reach” families are informed about Aspen Ridge Public School. This outreach will be extended to the apartments and businesses around where ARPS is located, encouraging students from all subgroups to enroll, including but not limited to, Latino, Hmong, African American, homeless, foster, students with disabilities, and English Learners.

Community Partnerships

The Chief Executive Officer and/or Site Directors will leverage ARPS’ existing partnerships and meet with additional community organizations regarding potential partnerships and assistance (ranging from posting and distributing flyers to hosting information sessions for the population they serve to collaboration on services for ARPS students. ARPS will participate in community events to distribute information about the school, including the numerous annual cultural festivals in Fresno, local farmer’s markets, and other community events. As the school grows, students may engage in service-learning projects at.), which will help to increase awareness about the school.

ARPS conducts outreach strategies as needed to recruit a student population that is reflective of the racial and ethnic balance of the District. The Site Director tracks all outreach activities and applications generated from each endeavor (where possible) in order to inform future outreach efforts that will yield the most success in generating a diverse school population. ARPS conducts student and parent surveys at least once annually which include questions that elicit satisfaction levels and suggestions to continually improve the school’s multicultural environment.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

“Governing Law: Admission policies and procedures, consistent with subdivision (e). Ed. Code § 47605(c)(5)(H).”

ARPS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment shall be open to any resident of the State of California. ARPS enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(e)(2)(A). If the number of students who wish to attend the school exceeds capacity, entrance shall be determined by single random public drawing in accordance with Education Code §47605(e)(2) and all federal requirements.

ARPS adheres to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

ARPS shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. It does not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, or as a condition of admission or enrollment. It may request information necessary to apply specific admissions preferences set forth in this charter.

No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Post-matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. Post-matriculation testing is done for all students.

Public Random Drawing

ARPS has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing; (2) information sessions for students and parents held in English, Hmong and Spanish at the school site; (3) an application period; (4) a lottery, if necessary; and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Should a random public drawing be necessary, ARPS shall conduct a disparate impact analysis to ensure that its lottery procedures and preferences do not result in a disparate impact relating to any of the following protected characteristics: actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

APS, Inc. uses a standardized application form required of all prospective students. Included with the application form is an information sheet detailing the educational philosophy and other information about ARPS, along with details about the lottery procedures and timing (if necessary), including statement that parents need not attend to secure a space for their child.

Lottery Applications are made available in January and are due by March 31.

Admission Process and Open Enrollment

In order to be included in the admissions lottery (if a lottery is necessary), families must submit a Lottery Application form by the stated deadline that includes the student's name, grade, birthday, and contact information for the family. Application materials are available in English, Hmong and Spanish. All interested families are required to submit a completed Lottery Application Form directly to the school before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.). Submitted Lottery Application Forms will be date- and time-stamped and student names will be added to an application roster to track receipt. Families who apply after the enrollment deadline will be added to the wait list in the order the applications are received.

The open application period is advertised in English, Hmong and Spanish through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school's website, as detailed in Element G.

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline the school will hold a public random lottery to determine enrollment for the impacted grade level. In the event there are fewer Lottery Applications submitted than spaces available for a particular grade as of the application deadline, all applicants will be admitted and sent Enrollment Packets; the school will continue to conduct outreach and students will continue to be admitted on a first come-first served basis until the grade is full, with any additional applicants placed on a waiting list in the order they are received.

All admissions timelines will be subject to annual review and adjustment by the Board of Directors to meet the needs of the school while providing ample time for applicants. Changes will be reflected in adopted Board policies.

Public Random Drawing Procedures

In the event a lottery is necessary, the lottery will be held in a public setting. Public notice will be posted with the date and time of the public drawing, in English and in Spanish, at least two weeks prior to the drawing. Public notice for the lottery will be distributed to families who have submitted applications and will be posted at ARPS and on the school's website. Additionally, the date, time, and location of the lottery will be stated in the application and marketing materials. The lottery will take place at ARPS. The

lottery will be held after school hours or in the evening. The lottery will be conducted by the an uninterested 3rd party. A representative from FUSD will be invited to attend to ensure the fairness and transparency of the lottery process.

In accordance with California Education Code and applicable federal guidance, the following students will be exempt from the lottery:

1. Current students enrolled in the school;

Admissions preference will be given for the following applicants:

1. Siblings of enrolled students, including foster siblings;
2. Children of teachers or staff (not exceed 10% of student population)
3. Children in foster care or who are homeless
4. Residents of the District

No other admissions exemptions or preferences are assigned. The APS, Inc. Board may review and revise this preference policy as necessary for the well-being of the school.

Lottery spaces are drawn in order of grade level by the Director-designated lottery official and recorded by an ARPS employee. Once a grade level is drawn to capacity, applications continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

Lottery Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists are readily available in the school's main office for inspection upon request. Each application is kept on file for the academic year with the applicant's assigned lottery number in the school database and on his or her enrollment application.

Parents are informed of lottery results in writing within 10 days of the lottery, and are not required to be present at the lottery. Each student offered a space is required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The school will hold an information session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of age requirements, e.g. birth certificate
- Application for Free or Reduced-Price Lunch
- Family Handbook

ARPS staff are available to assist families in completing the enrollment forms. An orientation meeting is held during the enrollment period (between notification and the Confirmation Deadline) to provide parents and students with more information about the school and answer their questions. Attendance is not required. Should a family decline the position, the next family on the list will be contacted until the open position is filled.

“Homeless” will be defined consistent with federal law as: children who are living in a sheltered or transitional temporary housing program, “doubled up” with another family due to economic hardship, or “unsheltered” (car/camp site).

Should families not submit their enrollment forms within two weeks after acceptance from a lottery, their acceptance shall be forfeited.

Waitlist

The lottery is used to determine applicants' waitlist status. Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families are contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until ARPS's open enrollment period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

ELEMENT I: FINANCIAL AUDITS

“Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(c)(5)(I).”

Independent Fiscal Audits

Each year, the APS, Inc. Board of Directors contracts with an independent auditor, with a CPA and educational auditing experience, and oversees the completion of an annual audit of ARPS’s financial affairs. The Board will be responsible for contracting and overseeing the independent audit. The annual audit shall be conducted in compliance with the California Education Code 47605(c)(5)(I). The auditor selected will be certified by the State of California and approved by the State Controller on its published list as an educational audit provider. The audit will verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, internal controls and other key compliance matters.

Audits are conducted in accordance with generally accepted accounting principles applicable to the school and pursuant to applicable sections of the “standards and procedures for audits of California K–12 local educational agencies.” To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The scope of the audit will include all elements mandated by the audit guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the FUSD, the County Superintendent of Schools, the State Controller, and the California Department of Education by the 15th of December each year. Upon receipt of any audit exceptions or deficiencies from the independent public accountant, the Chief Executive Officer will determine the appropriate corrective action and report the recommendations to the APS, Inc. Board of Directors. The corrective action will then be taken in a timely manner and fully implemented prior to the end of the fiscal year following the year under audit. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent fiscal audit is a public record, to be provided to the public upon request.

ARPS observes the following audit timeline:

- The APS Board will appoint an Audit Committee of one or more persons by January 1 of each year.

- The Audit Committee may include persons who are not members of the board but may not include any members of the staff of the corporation, including the Chief Executive Officer or Business Director. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm by March 1 of each year, unless the existing contract is a multi-year contract.
- APS, Inc.'s Chief Executive Officer, Business Director and back-office services provider work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Chief Executive Officer and the Audit Committee will be responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the APS, Inc. Board of Directors with recommendations on how to resolve them.
- The Board will review and approve the audit no later than December 15.
- The Board will submit a report to the District describing how the exceptions or deficiencies, if any, have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The Director will provide a final copy of the audit to FUSD, FCOE and the CDE as required, by the December 15 annual deadline.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Governing Law: “The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.*
 - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clause (i) and (ii).” Ed. Code § 47605(c)(5)(J).”*

APS, Inc. believes that students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, APS, Inc. has developed a comprehensive set of student discipline policies which in many respects are consistent with California Education Code Section 48900’s requirements for school districts. APS, Inc. has developed its own specific procedures for student suspension and expulsion. These policies are restorative and are fully detailed in ARPS’s Family Handbook. Each family receives a copy of these policies and verifies that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The school adhere the principles of Restorative Justice. All teachers receive extensive training in these practices, and the Site Director monitors consistent implementation across the school. Restorative Justice is focused on *prevention* of undesired behaviors through strategies such as:

Classroom

- Teacher Modeling
- Respect Agreements
- Restorative Discipline
- Greet & Meet
- Morning Leadership Meeting

School-wide

- Anti-Bullying Program
- Red-Ribbon Week (Drug Awareness)
- Leadership Assemblies (Quarterly)
- Class Leadership Presentations
- Parent Education- Counselor & Admin Quarterly
- Forgiveness Day
- Service Learning

Special Student Teams & Clubs

- Leadership Team (These teams make frequent mini-visits to classrooms during Morning Meetings)
- Green Team (After school, promotes care for school campus)
- Drama Club (After school, promotes presentations with positive messages)

When a conflict does arise, teachers may employ redirection strategies such as:

- Use proximity; teacher may walk over to student's area to get attention
- Look at the student with a slight head shake or facial gesture
- Point in direction of Respect Agreement
- Use a visual symbol signaling "STOP"
- Make a whole class reminder, "It looks like ALMOST everyone is ready to begin."
- Have classroom management systems in place to minimize distractions.

More significant conflicts warrant *intervention* strategies ranging from meetings with the student and his/her parents/guardian, recommitment to the Respect Agreement, a Behavioral Plan, etc., or, as needed, suspension or expulsion consistent with school policies and applicable laws.

Policies regarding suspension or expulsion conform to applicable state and federal laws regarding all students, including the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, and the ADA. The Site Director bears primary responsibility for overseeing all student discipline, though the Chief Academic Officer also has the authority to suspend students.

The Discipline, Suspension and Expulsion Policy ("Policy") has been established to align in most material respects with Education Code Section 48900 *et seq.*, although ARPS is exempt from those and several other statutory provisions applicable to school districts (Ed. Code section 47610.) APS, Inc.

will review policies and procedures surrounding suspensions and expulsions at least once annually and, as necessary, modify the Policy accordingly. The Policy serves as ARPS's policy and procedures for student suspension and expulsion and may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

ARPS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its procedures are distributed as part of the Family Handbook and clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Each incident is addressed individually, though previous activities may be taken into account in order to determine the severity of the discipline assigned. Discipline begins with a meeting between the student and the Site Director or his/her designee. Following this meeting, several actions may occur, including but not limited to:

- Warning, both verbal and written
- Loss of privileges (e.g. extra-curricular activities)
- Notices to parents by telephone or letter
- Request for parent conference (including teachers, counselors, or administrators)
- Behavior contract
- Detention
- Suspension (including in-school suspensions)
- Expulsion

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are attempted first.

Grounds for In-School Suspension, Out-Of-School Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- while on school grounds
- while going to or coming from school
- during the lunch period, whether on or off the school campus
- during, going to, or coming from a school-sponsored activity

A single suspension may not be issued for more than five consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year, without a manifestation determination process.

Enumerated Offenses

Discretionary Suspension Offenses: Students *may* be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug.
- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For 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 property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- v) A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)
- w) Possessed, sold, or otherwise furnished any knife

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- c) Causing a reasonable student to experience substantial interference with his or her academic performance.
- d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless

communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile. iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - (d) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
 - (e) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.
 - (f) Any other serious violation of ARPS’s student rules of conduct or behavioral expectations.

Non-Discretionary Suspension Offenses: Students *must* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee’s concurrence.

If it is determined by the Board that a student has brought a fire arm or destructive device on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

Discretionary Expellable Offenses: Students *may* be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school- sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For 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 property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 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. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

"Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall

not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- (d) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.
- (e) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
- (f) Any other serious violation of ARPS's student rules of conduct or behavioral expectations.

Non-Discretionary Expellable Offenses: Students *must* be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive
- f) If it is determined by the Board that a student has brought a firearm or destructive device on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

If it is determined by an Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

In-School Suspension

For in-school suspension, the student remains on campus for the length of the suspension. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Site Director or other certificated personnel provide support. During the day of the suspension, the student's teachers address behaviors that may have contributed to the student's in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

- For suspensions of fewer than 10 days, Charter School will provide oral or written notice of the charges against the student. If the student denies the charges, Charter School will provide explanation of the evidence that supports the charges, and an opportunity for the student to present his or her side of the story.
- For suspensions of 10 days or more, Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights. Within a reasonable number of days, the school will also hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

Hearing Procedures

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

The conference may be omitted if the Site Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon

attendance by the pupil's parent or guardian at the conference. It is the student's right to waive if they cannot or do not want to participate.

Notice to Parents/Guardians

At the time of suspension, the Site Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation or Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Site Director designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on:

- 1) the pupil's presence will be disruptive to the education process; or
- 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend *The Conference*.

Authority to Expel

A student may be expelled following a hearing before an Administrative Panel on the recommendation from the Site Director. The Administrative Panel will consist of up to three members, who are certificated and neither a teacher of the pupil nor a member of the APS Board of Directors. The Board or the Directors will appoint an Administrative Panel. The Administrative Panel may expel a student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

Suspension Appeal

At the time the parent/guardian is informed of the decision to suspend, information is provided about their right to appeal a suspension, along with information about the appeal process. To initiate an appeal, the student or parent or guardian must contact the Chief Executive Officer in writing within three days of the date of the suspension. The Director will gather information from the Site Chief Executive Officer/designee, student, parent or guardian to determine whether or not the Site

Director/designee suspended the student properly and followed all applicable procedures. The Chief Executive Officer will consider the reasons the family feels the suspension was incorrect or inappropriate and may contact the family and/or school staff to clarify information. Based on the information submitted or requested, the Chief Executive Officer may make one of the following decisions regarding the suspension.

1. Uphold the suspension
2. Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems at the school.
3. Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Chief Executive Officer will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also emailed to the school Site Director. The Chief Executive Officer's decision is final.

Expulsion Procedures

- Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.
- Within 30 days, the school will hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.
- 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 within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

Hearing Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held

within thirty (30) school days after the Site Director determines that the Pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing shall be held in closed session unless the Pupil makes a written request for a public hearing three days prior to the hearing.

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:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. 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;
5. 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;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

ARPS may 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 which shall be examined only by the Board of Directors and/or appointed Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil. The Administrative Panel shall be guided by the following principles:

1. Protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing.
2. 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.
3. The school will also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

4. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
5. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
6. The Administrative Panel 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.
7. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
8. If one or both of the support persons is also a witness, the school shall present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the 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.
9. 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.
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 person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion
11. Evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Involuntary Student Disenrollment, Dismissal, Or Transfer

- No student will be involuntarily disenrolled, expelled or dismissed by the charter school for any reason unless the parent or guardian has been provided written notice of intent to remove the student at least five school days before the effective date.
- The written notice will be in the student's native language and inform his/her parent or guardian of the right to initiate hearing procedures.
- The notice will be provided in writing via hand delivery, email and/or mail.
- The written notice assures the student's parent or guardian that if they initiate the hearing procedures, the student will remain enrolled until the charter school issues a final decision.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete record of the proceedings can be made.

Presentation of Evidence

While judicial 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.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the school.

Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. 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 the Charter School.
3. Notice of any appeal options
4. Information about alternative placement options

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

1. The student's name
2. The specific expellable offense committed by the student

Expulsion Appeal

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 10 calendar days following the written notice to expel, file a written appeal, requesting the Board reconsider the expulsion determination. The Board of Directors will consider the appeal in closed session at its next regularly scheduled board meeting or as soon as practicable. The Board will consider all information and evidence contained in the record from the expulsion hearing. The Board will inform the parent and student in writing within five (5) days of its decision. The decision of the Board of Directors is final.

The Board shall hear an appeal of an expulsion order in closed session. During closed session, if the Board admits any representative of the pupil or the Charter School, the Board shall, at the same time, admit representatives from the opposing party.

The Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the Administrative Panel, together with such applicable documentation or regulations as may be ordered. The review by the Board shall be limited to the following questions:

1. Whether the Administrative Panel acted without or in excess of its jurisdiction.
2. Whether there was a fair hearing before the Administrative Panel.
3. Whether there was a prejudicial abuse of discretion in the hearing.
4. Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel.

A Board may not recommend reversing the decision of the Administrative Panel to expel a pupil based upon a finding of an abuse of discretion unless the Board also determines that the abuse of discretion was prejudicial.

The decision of the Board shall be limited as follows:

1. If the Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel, the Board may reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
2. In all other cases, the shall either affirm or reverse the decision of the Administrative Panel. The decision of the Board will be final.

Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plan

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the discretion of the Director and the Superintendent or their designee following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Superintendent or their designee following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

Special Procedures for The Consideration of Suspension and Expulsion of Students with Disabilities

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Site Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT PROGRAMS

“Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(c)(5)(K).”

Certificated Staff

All certificated employees who are eligible shall participate in the State Teachers’ Retirement System (STRS); APS, Inc. coordinates such participation, as appropriate, with the social security system or other reciprocal systems. Eligible certificated employees as participants in the STRS contribute the required percentage (currently 8%), and APS, Inc. contributes the employer’s portion required by STRS (currently 8.25%). All withholdings from employees are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. APS, Inc. shall forward any required payroll deductions and related data to FCOE as required by Education Code

§47611.3. The Chief Executive Officer, working in conjunction with the school’s contracted business service provider, shall be responsible for ensuring that the forwarding arrangements occur in a timely, compliant manner.

Classified Staff

All other staff shall participate in federal Social Security and other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. APS, Inc. offering a 403b plan to all employees and makes a contribution to 403b plans of non-STRS eligible employees to supplement Social Security, in an amount determined annually by the APS, Inc. Board of Directors.

Responsible Staff Member

The Chief Executive Officer, working in conjunction with the school’s contracted business services and payroll provider(s), is responsible for ensuring that appropriate arrangements for the aforementioned coverage are made, and that all required reports to the District, FCOE and others are submitted in a timely an accurate fashion.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(c)(5)(L).”

No student shall be required to attend ARPS. Students who opt not to attend ARPS may attend other district schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district or country of residence.

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

ELEMENT M: EMPLOYEE RETURN RIGHTS

“Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(c)(5)(M).”

No public school district employee shall be required to work at ARPS. Employees of the authorizer who choose to leave the employment of the authorizer to work at ARPS have no automatic rights of return to the authorizer after employment by the ARPS unless specifically granted by the authorizer through a leave of absence or other agreement. Aspen Ridge Public School employees shall have any right upon leaving the authorizer to work at ARPS that the authorizer may specify, any rights of return to employment in a school district after employment at ARPS that the authorizer may specify, and any other rights upon leaving employment to work at ARPS that the authorizer determines to be reasonable and not in conflict with any law.

All employees of APS, Inc. are considered the exclusive employees of APS, Inc. and not of the authorizer, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the authorizer or any other school district will not be transferred to APS, Inc. Employment by the APS, Inc. provides no rights of employment at any other entity, including any rights in the case of closure of ARPS.

ELEMENT N: DISPUTE RESOLUTION

“Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(c)(5)(N).”

Participation in any dispute resolution procedure is entirely voluntary for the District to the extent the District is carrying out its oversight responsibilities, up to and including revocation of the charter petition.

ARPS has adopted a Uniform Complaint Procedure and has provided the District with information regarding this procedure. The District, as part of its oversight responsibilities, will be notified of any concerns and/or complaints that provide reasonable cause to believe that a violation of the charter petition or related laws or agreements has occurred. In such situations, the District may intervene to assist in resolution of the complaint.

The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

Any formal dispute resolution procedures entered into between the District and ARPS may be conducted in accordance with the procedures set forth below:

Any dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, by electronic mail or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM, or otherwise on the business day following personal delivery; (b) if by facsimile or electronic mail, upon electronic confirmation of receipt if delivered by 5:00 PM, or otherwise on the business day following transmission; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notifications and other notices shall be addressed as follows:

To Charter School:

Chief Executive Officer
Aspen Public Schools, Inc.
1400 E Saginaw Way,
Fresno, CA 93705

To District:

Superintendent
Fresno Unified School District
2309 Tulare Street
Fresno, CA 93721

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

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

If the mediation is not successful, then the parties agree to resolve the dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Nothing in this Charter restricts the District’s ability to initiate revocation proceedings in accordance with Education Code section 47607 and regulations sections 11968.5.2 and 11968.5.3.

ELEMENT O: CHARTER SCHOOL CLOSURE

“Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(c)(5)(O).”

The following procedures constitute the “Closure Protocol” and shall apply in the event ARPS ceases to be a charter school or otherwise closes for any reason:

Any decision to close ARPS as a charter school operating pursuant to this Charter shall be documented by official action (“closure action”) of APS, Inc., and will identify the person or entity responsible for all closure-related activities and actions. The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: The Charter is revoked or non-renewed and ARPS has exhausted all appeal procedures to county and state boards of education, APS, Inc. votes to close ARPS, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented, which follow the procedures and requirements set forth in Education Code section 47605(c)(5)(O) and California Code of Regulations, Title 5, sections 11962 and 11962.1.

APS, Inc. will notify the District of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

APS, Inc. will provide written notification to the home districts of students within 72 hours of the determination of the Closure Action.

Written notification of the Closure Action and the effective date of closure of ARPS shall be made by APS, Inc. to the California Department of Education, the Fresno County Office of Education, the California Department of Education, the SELPA in which ARPS participates, and the retirement systems in which Aspen Meadow Public School employees participate, by registered mail within 72 hours of the Closure Action.

On closure, APS, Inc. shall remain solely responsible for all liabilities arising from the operation of the Charter School.

APS, Inc. will ensure notification to the parents and students of ARPS of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.

ARPS will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at ARPS if ARPS is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational

Rights and Privacy Act (“FERPA”) 20 USC §1232g. ARPS will ask the District to store as necessary original records of its students.

As soon as is reasonably practical, APS, Inc. will prepare final financial records. APS, Inc. will also have an independent audit (which may also serve as the annual audit) completed by an independent auditor as soon as is reasonably practical, but in no case later than six months after closure. The audit must include at least the following (i) All information required of in an annual audit; (ii) An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies; (iii) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation; (iv) An assessment of the disposition of any restricted funds received by or due to ARPS, and (v) A delineation of the disposition of all assets and liabilities. Any liability or debt incurred by ARPS shall be the responsibility of APS, Inc. and not the District. APS, Inc. understands and acknowledges that it will cover the outstanding debts or liabilities of ARPS. Any unused special education related funds will be returned to the SELPA, and other categorical funds will be returned to the source of funds as required by applicable law.

For a minimum of six calendar months from the later of the Closure Action or effective date of the closure, whichever comes first, sufficient staff as may be allowed by the budget and remaining assets will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the School and student transfers.

APS, Inc. shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

In addition to the final audit, ARPS shall also submit any required year-end financial reports to the California Department of Education, the County Superintendent of Schools, and the District, in the form and timeframe required, including, but not limited to, those required by Education Code §47604.33.

ARPS may use, but is not limited to, reserves normally maintained for contingencies and emergencies to fund closure proceedings.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end APS, Inc.’s right to operate as a charter school pursuant to this Charter or cause ARPS to cease operation.

Upon the dissolution of the corporation if applicable, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds shall be distributed in accordance with the articles of incorporation and bylaws to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

ADDITIONAL PROVISIONS

Financial Planning, Reporting and Accountability

“Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation. Education Code Section 47605(h)”

The following can be found in the Appendix:

[L] Five-year Budget

[M] Budget Narrative

[F] Letters of Support from Silicon Valley Schools

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(h) will satisfy this requirement.
- By July 1, a local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the authorizer shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Impact Statement

“Governing Law: Potential civil liability effects, if any, upon the charter school, and upon the school district. Education Code Section 47605(h)”

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

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. ARPS shall work diligently to assist the authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other authorizer-requested protocol to ensure the authorizer shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School has purchased general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated below, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board has instituted appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

The first year will require four classrooms, a separate reception area, an open learning space and office space for staff. In a partnership with Fresno Rescue Mission, ARPS will be located at 2025 E. Dakota Fresno, CA 93726. **Attached in Appendix [aa] is a Nonbinding Letter of Intent to Lease.**

As detailed in Element A: ARPS addresses the Needs Of All Sub-Groups, Including At-Risk Students, Students with Disabilities, ARPS is an LEA member of the El Dorado SELPA, which provides cost-effective and consistent special education services. As its own LEA and member of a SELPA, ARPS works in cooperation with all local and state agencies to ensure that a free and appropriate education is provided to all students with exceptional needs. ARPS complies with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, ARPS complies with all provisions of AB 602, applicable SELPA guidelines, and additional federal and state laws that apply to it pertaining special education students.

Per federal law, all students with disabilities are fully integrated into the programs of ARPS, with the necessary materials, mandated services, and equipment to support their learning. ARPS meets all the requirements mandated within a student's Individual Education Plan (IEP). ARPS includes all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs. Please see Element A, Special Needs: Aspen Ridge Public School Address The Needs Of All Sub-Groups, Including At-Risk Students, Subsection E: Students with Disabilities for further details about ARPS' program for students with disabilities.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h)

ARPS shall receive its administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff, the staff of APS, Inc. and/or through an appropriately qualified third-party contractor.

Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School. Prior to opening, the Charter School will provide evidence of the above insurance coverage to the District.

The Charter School has secured the following insurance policies:

1. Student Accident policy
2. Business Auto policy
3. Commercial package which includes the following coverage
 - General Liability
 - Sexual Misconducts or Sexual Molestation Liability
 - School and Educators Legal Liability
 - Employment Practices Liability
 - Commercial Property
 - Cyber Liability
4. Umbrella liability
5. Workers Compensation

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