



# **ALLEGIANCE STEAM ACADEMY**

## **SPECIAL MEETING OF THE BOARD OF DIRECTORS**

**September 17, 2019**

**6:30 pm**

**Meeting Location:**

*5862 C Street, Chino, CA 91710*

### **AGENDA**

#### **INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS**

**Allegiance STEAM Academy- Thrive charter school (“Allegiance STEAM Academy”), also known as ASA Thrive, is a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy, Incorporated corporate Board of Directors (“Board”). The purpose of a public meeting of the Board, is to conduct the affairs of Allegiance STEAM Academy in public. We are pleased that you are in attendance and hope you will visit these meetings often. Your participation assures us of continuing community interest in our school.**

1. Agendas are available to all audience members at the meeting. Note that the order of business on this agenda may be changed without prior notice. For more information on this agenda, please contact Allegiance at: [info@asathrive.org](mailto:info@asathrive.org)

2. “Request to Speak” forms are available to all audience members who wish to speak on any agenda items or under the general category of “Public Comments.”

3. “Public Comments” are set aside for members of the audience to comment. However, due to public meeting laws, the Board can only listen to your issue, not take action. The public is invited to address the Board regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Please turn in comment cards to the Board Secretary prior to the item you wish to speak on. These presentations are limited to three (3) minutes.

4. In compliance with the Americans with Disabilities Act (ADA) and upon request, Allegiance STEAM Academy may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact Allegiance STEAM Academy.

### **I. Preliminary**

**A. Call to Order**

The meeting was called to order by Board Chair at \_\_\_\_\_.

**B. Roll Call**

**Present                  Absent**

Samantha Odo, Chairperson	_____	_____
Jason Liso, Treasurer	_____	_____
Marcilyn Jones, Secretary	_____	_____
Troy Stevens, Member	_____	_____
Claudia Reynolds, Member	_____	_____

**C. Public Comments- Items not on the Agenda**

No individual presentations shall be for more than three (3) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

**D. Approval of Agenda for the Special Board Meeting for September 17, 2019**

It is recommended that the Board of Directors approve the Agenda for Special Board Meeting for September 17, 2019.

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**II. Open Session:**

**A. PLEDGE OF ALLEGIANCE**

**B. ITEMS SCHEDULED FOR DISCUSSION/ACTION:**

**1. Report Cards**

*See attached*

**It is recommended the Board of Directors:**

Approve and adopt the Report Cards

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

**2. Charter Petition Renewal**

*(See attached)*

**It is recommended the Board of Directors:**

Discuss the ASA Charter Petition Renewal

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_

## **C. COMMUNICATIONS**

### **1. Comments from the Board of Directors**

## **D. ADJOURNMENT**

### **1. It is recommended the Board of Directors:**

Adjourn the Regular Meeting of the Board of Directors for September 17, 2019

Motion: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call: \_\_\_\_\_



# Allegiance STEAM Academy Thrive

## 2019-20 Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: Kindergarten

Attendance	T1	T2	T3
Absences			
Tardies			

Social Studies	T1	T2	T3
Learning and Work Now and Long Ago			

Wolves Ways	T1	T2	T3
Citizenship			
Work Habits			

	T1	T2	T3
<b>Performing Arts</b>			
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

	T1	T2	T3
<b>English Language Arts / Literacy</b>			
Reading Literature			
Reading Informational Text			
Reading: Foundation Skills			
Writing			
Speaking and Listening			
Language			

	T1	T2	T3
<b>Physical Education</b>			
Development of motor skills			
Participation in physical activities			

	T1	T2	T3
<b>Mathematics</b>			
Counting and Cardinality			
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

	T1	T2	T3
<b>Mandarin</b>			
Content			
Communication			

	T1	T2	T3
<b>Science</b>			
Life Science			
Earth & Space Science			
Physical Science			
<b>STEAM Lab</b>			
Technology			
Engineering			

### Grades

Grades are an average score of mastery achieved for each learning target within the content area.

A = Student exceeds grade level standards, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards

B = Student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards

C = Student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards

D = Student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards

F = Student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards



# Allegiance STEAM Academy Thrive

## 2019-20 Report Card

### Comments

Trimester 1	
Trimester 2	
Trimester 3	

### Standards-Based Grading

ASA Thrive employs Standards-Based Grading, a tenet of Mastery Learning theory, to make sure our students are correctly scored on **content** and **skill proficiency**. Our students earn grades based on their **demonstrated mastery of essential skills rather than on completion of tasks**. For more information on the essential skills represented in each content category, see your student's teacher.

Underlying ASA's grading philosophy is a focus on learning. The learning that students acquire over the term is more important than report card marks. Here are some examples of questions to ask your students about their learning:

- What skills have you learned so far?
- What are you proud of?
- What have you enjoyed most?
- What has been challenging?
- How have you overcome these challenges?
- Can you talk to me about how you learn best?
- Tell me about a goal you achieved this term.
- What are your current goals?
- What kind of support do you need to be successful?



# Allegiance STEAM Academy Thrive

## 2019-20 Report Card

Student Name:

Student ID:

Teacher Name:

Grade Level: 7th

Attendance	T1	T2	T3
Absences			
Tardies			

Social Studies	T1	T2	T3
World History and Geography: Medieval and Early Modern Times			
<i>Work Habits</i>			

Wolves Ways	T1	T2	T3
Citizenship			

	T1	T2	T3
<b>Performing Arts</b>			
Artistic Perception			
Creative Expression			
Historical and Cultural Context			

English Language Arts / Literacy	T1	T2	T3
<i>Work Habits</i>			
Reading Literature			
Reading Informational Text			
Writing			
Speaking and Listening			
Language			

	T1	T2	T3
<b>Physical Education</b>			
Development of motor skills			
Participation in physical activities			

Mathematics	T1	T2	T3
<i>Work Habits</i>			
Ratios and Proportional Relationships			
The Number System			
Expressions and Equations			
Geometry			
Statistics and Probability			

	T1	T2	T3
<b>Mandarin</b>			
Content			
Communication			

Science	T1	T2	T3
<i>Work Habits</i>			
Life Science			
Earth & Space Science			
Physical Science			
<b>STEAM Lab</b>			
Technology			
Engineering			

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Underlying ASA's grading philosophy is a focus on learning. The learning that students acquire over the term is more important than report card marks. Here are some examples of questions to ask your students about their learning:

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- How have you overcome these challenges?
- Can you talk to me about how you learn best?
- Tell me about a goal you achieved this term.
- What are your current goals?
- What kind of support do you need to be successful?



September 9, 2019,

Mr. James Na, President Board of Education  
Chino Valley Unified School  
District 5130 Riverside Drive  
Chino, CA 91710

Dear President Na and Members of the Chino Valley  
Unified School District (“District”) Board of  
Education:

We are proud to present to you the following Charter School Petition (“Petition”) for the renewal of Allegiance Steam Academy Thrive (“ASA Thrive”) within the District. We represent a large, strong contingent of families advocating for an honest and transparent school of choice. We seek to serve the diversity of the Chino area through a high-quality, values-driven charter school.

ASA Thrive desires to continue to be a direct-funded, independent, public charter school operated by the Allegiance STEAM Academy nonprofit public benefit corporation and governed by Allegiance STEAM Academy’s corporate Board of Directors.

Teachers, parents, and community members continue to demand this program. An approval of this petition indicates that you believe in:

- The ability of our children to succeed in their school of choice;
- The promise of a future of science and technology jobs for our students, especially girls and students of color;
- Increased opportunities for learning and access to quality education for all students, especially students with disabilities;
- Encouraging and supporting the community and parent involvement in public education; and
- The value of an open, honest, transparent charter school organization.

We are presenting this Allegiance STEAM Academy Charter School Petition pursuant to Education Code section 47605, and we request that you approve it pursuant to the processes and timelines in those laws. We look forward to answering any questions you may have. Thank you in advance for your time and consideration.

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## Table of Contents

<b>Affirmations and Assurances .....</b>	<b>6</b>	
<b>Lead Petitioners.....</b>	<b>8</b>	
<b>ELEMENT 1.....</b>	<b>13</b>	Deleted: 1312
<b>Description of the Educational Program .....</b>	<b>13</b>	Deleted: 1312
Mission and Vision.....	13	Deleted: 1312
Core Values .....	13	Deleted: 1312
Student Population To Be Served .....	14	Deleted: 1413
How Learning Best Occurs.....	17	Deleted: 1716
What It Means to Be an Educated Person in the 21 <sup>st</sup> Century .....	19	Deleted: 1917
Achieving Student Success.....	19	Deleted: 1918
Instructional Design.....	25	Deleted: 2523
Core Courses .....	27	Deleted: 2724
Enrichment/Non-Core Courses .....	30	Deleted: 3027
Operations, Enrollment, and Calendars .....	31	Deleted: 3128
A Typical ASA Thrive Day.....	32	Deleted: 3229
Addressing the Needs of All Students .....	35	Deleted: 3532
English Learners.....	36	Deleted: 3632
Socioeconomically Disadvantaged Students.....	39	Deleted: 3935
Gifted and Talented Students.....	40	Deleted: 4035
Students Achieving Above Grade Level.....	40	Deleted: 4035
Students Achieving Below Grade Level.....	41	Deleted: 4036
Students with Disabilities.....	42	Deleted: 4136
Promotion Requirements.....	46	Deleted: 4237
<b>ELEMENT 2.....</b>	<b>48</b>	Deleted: 4641
<b>Measurable Student Outcomes .....</b>	<b>48</b>	Deleted: 4843
<b>ELEMENT 3.....</b>	<b>49</b>	Deleted: 4843
<b>Method By Which Student Outcomes Will Be Measured.....</b>	<b>49</b>	Deleted: 4944
Assessments .....	49	Deleted: 4944
Pupil Outcomes .....	50	Deleted: 5045
Data as Driver .....	52	Deleted: 5247
School Accountability Report Card .....	53	Deleted: 5348
Eight State Priorities.....	53	Deleted: 5348
<b>ELEMENT 4.....</b>	<b>57</b>	Deleted: 5751
<b>Governance.....</b>	<b>57</b>	Deleted: 5751
Organization Description .....	57	Deleted: 5751
Governance Structure .....	57	Deleted: 5751
Board of Directors .....	57	Deleted: 5751
Board Recruitment and Selection.....	58	Deleted: 5852
Board Development .....	59	Deleted: 5953

Board Meetings.....	<del>60</del>	Deleted: 6053
Decision-Making Process.....	<del>60</del>	Deleted: 6054
Roles and Responsibilities.....	<del>61</del>	Deleted: 6154
CEO Duties.....	<del>63</del>	Deleted: 6357
School Site Council.....	<del>64</del>	Deleted: 6457
LCAP Stakeholder Advisory Council.....	<del>64</del>	Deleted: 6457
Parent and Community for Kids.....	<del>64</del>	Deleted: 6458
<b>ELEMENT 5.....</b>	<del><b>66</b></del>	Deleted: 6659
<b>Employee Qualifications.....</b>	<del><b>66</b></del>	Deleted: 6659
Assurances for Teachers.....	<del>66</del>	Deleted: 6659
Hiring Assumptions.....	<del>67</del>	Deleted: 6760
Employee Qualifications.....	<del>68</del>	Deleted: 6861
Job Descriptions.....	<del>69</del>	Deleted: 6961
Staff Recruitment and Selection.....	<del>94</del>	Deleted: 9483
Staff Evaluation.....	<del>94</del>	Deleted: 9483
Vendor Relationships.....	<del>95</del>	Deleted: 9584
<b>ELEMENT 6.....</b>	<del><b>97</b></del>	Deleted: 9786
<b>Health and Safety.....</b>	<del><b>97</b></del>	Deleted: 9786
Health, Safety, and Emergency Plan.....	<del>97</del>	Deleted: 9786
FERPA.....	<del>97</del>	Deleted: 9786
Criminal Background Clearances and Fingerprinting.....	<del>97</del>	Deleted: 9786
Immunization and Health Screening Requirements.....	<del>98</del>	Deleted: 9887
Safe Place to Learn Act.....	<del>98</del>	Deleted: 9887
Child Abuse Reporting.....	<del>98</del>	Deleted: 9887
Facilities.....	<del>99</del>	Deleted: 9987
Medication at School.....	<del>99</del>	Deleted: 9988
Blood Borne Pathogens.....	<del>99</del>	Deleted: 9988
Drug Free/Alcohol Free/ Smoke Free Environment.....	<del>99</del>	Deleted: 9988
Anti-Discrimination and Harassment Policies and Procedures.....	<del>99</del>	Deleted: 9988
Insurance Requirements.....	<del>100</del>	Deleted: 10088
Evidence of Insurance.....	<del>101</del>	Deleted: 10189
<b>ELEMENT 7.....</b>	<del><b>102</b></del>	Deleted: 10290
<b>Racial and Ethnic Balance.....</b>	<del><b>102</b></del>	Deleted: 10290
CVUSD Demographic Data (2017-18).....	<del>103</del>	Deleted: 10390
<b>ELEMENT 8.....</b>	<del><b>105</b></del>	Deleted: 10593
<b>Admission Requirements.....</b>	<del><b>105</b></del>	Deleted: 10593
McKinney-Vento Homeless Assistance Act.....	<del>105</del>	Deleted: 10593
Non-Discrimination Statutes and Affirmations.....	<del>105</del>	Deleted: 10593

Admission Process.....	<del>105</del>	Deleted: 10593
Pupil Fees .....	<del>108</del>	Deleted: 10895
<b>ELEMENT 9 .....</b>	<del><b>110</b></del>	Deleted: 11097
<b>Financial Audits .....</b>	<del><b>110</b></del>	Deleted: 11097
Oversight .....	<del>110</del>	Deleted: 11097
<b>ELEMENT 10 .....</b>	<del><b>112</b></del>	Deleted: 11299
<b>Student Suspension and Expulsion .....</b>	<del><b>112</b></del>	Deleted: 11299
General Provisions .....	<del>112</del>	Deleted: 11299
Students with Disabilities.....	<del>112</del>	Deleted: 11299
Notification of the District.....	<del>113</del>	Deleted: 113100
Outcome Data .....	<del>113</del>	Deleted: 113100
Rehabilitation Plans .....	<del>114</del>	Deleted: 114100
Readmission .....	<del>114</del>	Deleted: 114101
Reinstatement .....	<del>114</del>	Deleted: 114101
Gun-Free Schools Act .....	<del>114</del>	Deleted: 114101
Suspension and Expulsion Policy.....	<del>114</del>	Deleted: 114101
Suspension Procedures .....	<del>123</del>	Deleted: 123108
Authority to Expel.....	<del>124</del>	Deleted: 124109
Expulsion Procedures .....	<del>125</del>	Deleted: 125110
Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses.....	<del>125</del>	Deleted: 125110
Record of Hearing.....	<del>127</del>	Deleted: 127112
Presentation of Evidence.....	<del>127</del>	Deleted: 127112
Written Notice to Expel .....	<del>128</del>	Deleted: 128112
Disciplinary Records.....	<del>128</del>	Deleted: 128112
Right to Appeal.....	<del>128</del>	Deleted: 128113
Expelled Pupils and Alternative Education .....	<del>128</del>	Deleted: 128113
Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities	<del>129</del>	Deleted: 129113
<b>ELEMENT 11 .....</b>	<del><b>133</b></del>	Deleted: 133117
<b>Retirement Programs and Benefits.....</b>	<del><b>133</b></del>	Deleted: 133117
<b>ELEMENT 12 .....</b>	<del><b>135</b></del>	Deleted: 135119
<b>Attendance Alternatives .....</b>	<del><b>135</b></del>	Deleted: 135119
<b>ELEMENT 13 .....</b>	<del><b>136</b></del>	Deleted: 136120
<b>Employee Return Rights .....</b>	<del><b>136</b></del>	Deleted: 136120
<b>ELEMENT 14 .....</b>	<del><b>137</b></del>	Deleted: 137121
<b>Dispute Resolution.....</b>	<del><b>137</b></del>	Deleted: 137121
Internal Disputes.....	<del>138</del>	Deleted: 138122
Grievance Procedures .....	<del>138</del>	Deleted: 138122
Disputes Relating to Charter Revocation.....	<del>139</del>	Deleted: 139123

<b>ELEMENT 15 .....</b>	<b><del>140</del></b>	<b>Deleted: 140124</b>
<b>School Closure Protocol .....</b>	<b><del>140</del></b>	<b>Deleted: 140124</b>
Revocation of the Charter.....	<del>140</del>	Deleted: 140124
Closure Action .....	<del>140</del>	Deleted: 140124
Closure Procedures .....	<del>141</del>	Deleted: 141124
Records Retention and Transfer .....	<del>143</del>	Deleted: 143126
Financial Close-Out .....	<del>144</del>	Deleted: 144127
<b>Administrative Services .....</b>	<b><del>147</del></b>	<b>Deleted: 147130</b>
Accounting and Business Services.....	<del>147</del>	Deleted: 147130
Criteria for Contract Services .....	<del>147</del>	Deleted: 147130
<b>Facilities .....</b>	<b><del>148</del></b>	<b>Deleted: 148131</b>
<b>Financial Statements.....</b>	<b><del>149</del></b>	<b>Deleted: 149132</b>
<b>Potential Civil Liability Effects.....</b>	<b><del>150</del></b>	<b>Deleted: 150133</b>
Intent.....	<del>150</del>	Deleted: 150133
Civil Liability .....	<del>150</del>	Deleted: 150133

## Affirmations and Assurances

ASA Thrive 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(c)(1)];
- be deemed the exclusive **public-school** employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, [Ref. Education Code Section 47605(b)(6)];
- be non-sectarian in its programs, admissions policies, employment practices, and all other operations, [Ref. Education Code Section 47605(d)(1)];
- not charge tuition, [Ref. Education Code Section 47605(d)(1)];
- admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2) and herein, admission to the Charter School will not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing will be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority will make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C), [Ref. Education Code Section 47605(d)(2)(A)-(C)];
- not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics), [Ref. Education Code Section 47605(d)(1)];
- 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;
- 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)];
- ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers, [Ref. California Education Code Section 47605(I)];
- at all times maintain all necessary and appropriate insurance coverage;
- 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 the Charter School without graduating or completing the school year for any reason, the Charter School will notify the superintendent of the school district of the pupil's last known address within 30 days, and will, upon request, provide

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that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, [Ref. Education Code Section 47605(d)(3)];

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- review and update the school safety plans by March 1 of each school year, pursuant to Education Code Sections 47605 and 47605.6, to include the safety plan topics listed in Education Code Section 32282(a)(2)(A);

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- maintain and regularly test an onsite AED per AB 2009;
- notify students and parents or guardians of pupils on how to initiate access to available student mental health services on campus or in the community, pursuant to Section 49428 of the Education Code;
- adopt procedures for preventing acts of bullying, including cyberbullying pursuant to Sections 234.4 and 32283.5 of the Education Code;
- identify the most appropriate methods of informing parents and guardians of human trafficking prevention resources per SB 1104;
- provide one nutritionally adequate school meal per day to free and reduced lunch eligible students pursuant to Education Code Section 47613.5;
- ensure all pupils in grades 7-8 receive comprehensive sexual health education and HIV prevention education in accordance with Education Code Sections 51930 through 51937, including the provision for parents to opt their students out of this instruction;

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- maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection, [Ref. California Education Code Section 47612.5(a)];

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- comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act;

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- on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs, [Ref. Education Code Section 47605(c)(2)];

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- comply with all laws establishing the minimum and maximum age for public school enrollment, [Ref. California Education Code Sections 47612(b), 47610];

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- comply with the Family Educational Rights and Privacy Act;

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- comply with any jurisdictional limitations to locations of its facilities, [Ref. Education Code Sections 47605 and 47605.1];

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- comply with the Public Records Act as legally required for charter schools;

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- comply with the Ralph M. Brown Act; and

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- meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

## Lead Petitioners

<b>Synthia Calvert</b>	<b>Deanna Campagna</b>
<b>Sebastian Cogna</b>	<b>Marcilyn Jones</b>
<b>Stacey Lazo</b>	<b>Tammy Lohoff</b>
<b>Callie Moreno</b>	<b>Ron McCorkle</b>
<b>Samantha Odo</b>	<b>Mindi Moon</b>
<b>Jennifer Stevens</b>	<b>Vanessa Okamoto</b>
<b>Cyndi Valenta</b>	<b>Troy Stevens</b>
<b>Laura Vestey</b>	<b>Andrew Vestey</b>
	<b>Amelia Weinstock</b>

The ASA Thrive Lead Petitioners represent an array of families and educators in the greater Chino Valley area who have come together to build upon the foundation of Allegiance STEAM Academy's early success in creating a dynamic, holistic, and desired school of choice. Each Lead Petitioner sees the value of teaching all children to be critical thinkers, civic leaders, and socially responsible citizens. The ASA Thrive team also understands that, in a shrinking global environment, we must prepare our students to succeed in college and for the demands of the evolving workforce. A number of alarming statistics provide the path to a focus on science, technology, engineering, arts, and mathematics at ASA Thrive:

- o Between 2014 and 2024, the number of STEM jobs will increase 14 percent<sup>1</sup>;
- o African Americans and Latinos are less likely to pursue careers in engineering, computer science, or advanced manufacturing than they were 15 years ago<sup>2</sup>;
- o Only 36 percent of all high school graduates are ready to take a college-level science course<sup>3</sup>; and
- o While women earn 57 percent of all bachelor's degrees, only 17 percent of all computer and information sciences bachelor's degrees are awarded to women<sup>4</sup>.

We must do a better job of preparing our students, especially those from historically underserved communities, to be passionate about and successful in these fields. As demonstrated below, our Lead Petitioners have demonstrated success in education and STEAM fields. ASA Thrive seeks to build a community that fosters love for STEAM and encourages all students to pursue higher education or careers in STEAM-related fields.

**Allegiance STEAM Academy Founding Teachers:** Synthia Calvert, Deanna Campagna, Stacey Lazo, Tammy Lohoff, Ron McCorkle, Cyndi Valenta, Amelia Weinstock

**Synthia Calvert:** Synthia Calvert graduated Cal State Fullerton with a B.S. in Child and Adolescent Development and Multiple Subjects Teaching Credential with a focus on the arts. She has six years of

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<sup>1</sup> [www.economicmodeling.com](http://www.economicmodeling.com)

<sup>2</sup> [www.changetheequation.org](http://www.changetheequation.org)

<sup>3</sup> [www.techrocket.com](http://www.techrocket.com)

<sup>4</sup> [www.ncwit.org](http://www.ncwit.org)

teaching experience in grades TK-2 and has taught in both public and charter settings. Her passion to put students and families' educational needs first drives her to advocate for school choice.

**Ron McCorkle:** Ron McCorkle is a graduate of Cal Polytechnic University, San Luis Obispo and a Multiple Subjects Teacher with a passion for developing masterful writers and critical thinkers. He has six years of teaching experience in charter schools and is amongst the founding teachers at ASA. Mr. McCorkle has comprehensive experience in personalized learning.

**Stacey Lazo:** Stacey Lazo grew up in Chino, CA and is an alumna of Don Lugo High School. She remains committed to serving the community she grew up in as an elementary school teacher. She received her Bachelor's and Master's degrees in Education from California State University, Fullerton. During her time there, she served as the vice-president in the Liberal Studies Student Association and was recognized with a CSUF service award and graduated magna cum laude. Stacey began her teaching career in 2008 and has taught grades 1-3. In addition to maintaining a rigorous and engaging classroom, she has also helped lead her school sites by coaching and mentoring other teachers and continuing her own professional development. Recently, she served as a founding team member of Allegiance STEAM Academy - Thrive.

**Amelia Weinstock:** Amelia Weinstock is a graduate of Northern Arizona University and holds a Multiple Subject Teaching Credential. Amelia is passionate about developing mathematical reasoning amongst students. Equally, she brings tremendous experience in social-emotional learning and empowering students to own their learning. As a founding teacher at Allegiance STEAM Academy – Thrive, Amelia brings a wealth of knowledge in positive school culture to the community.

**Deanna Campagna:** Deanna Campagna has been teaching for over 30 years. She earned a Bachelor's of Science in Child Development from Cal State Fullerton and her Multiple Subject Teaching Credential from Cal Poly Pomona. She has taught grades Kindergarten-5th, mentored many new teachers, and has been on the development and leadership teams of five schools in Chino Valley Unified. She is thrilled to continue contributing to Chino Valley's educational landscape, bringing her leadership experience and passion for school choice to the founding team of Allegiance STEAM Academy.

**Tammy Lohoff:** Tammy Lohoff came to ASA during the initial school year as a 7<sup>th</sup> and 8<sup>th</sup> grade English Language Arts and Social Studies teacher. Mrs. Lohoff holds a Bachelor's Degree in Liberal Studies with an emphasis in Music from California State Polytechnic University, Pomona. She also has her GATE Certification from California State University, Fullerton. Since receiving her certification, she has had various opportunities to present at the California Association of the Gifted State Conference. Additionally, she has completed coursework in Charter School Leadership at UCLA, as well as acquired an Administrative Credential and a Master's in Educational Leadership. She also holds a Certificate of Mentorship for the BTSA program from the University of California San Diego, is a mentor for the USC Administrative Credential Program and is Peer Assistance Leadership certificated. Prior to her several years of leadership as a Master Teacher, GATE Program coordinator, Coordinator of Professional Development, Assistant Principal, and Principal, Mrs. Lohoff worked for the Chino Valley Unified School District, and was a Contributing Copy Editor for Studio Beat magazine. She also spent eight years in the Placentia/Yorba Linda School District in the area of Special Education. Tammy has spent 25 years in education as an advocate and instructional coach for both teachers and students alike. Tammy's future plans now include the continuance of her career in School Administration where she can share her love for education and promote environments that encompass the quest for excellence in life-long learning.

**Cyndi Valenta:** Cynthia Valenta was a founding teacher at ASA. Mrs. Valenta holds a Bachelor's Degree in Liberal Studies at Cal State San Bernardino and earned a Master's Degree in teaching from



Chapman University. Additionally, she has completed coursework in Charter School Leadership at UCLA as well as holds an Administrative Credential and a Master's in Education and Educational Administration from Grand Canyon University. Mrs. Valenta also earned her GATE Certification from UC Riverside and holds a Certificate of Mentorship for the BTSA program from Cal Poly Pomona, as well as Orange County Education Department. Cyndi has spent over 20 years in education and leadership roles. She has taught kindergarten, first, second, and fourth grade as a Master Teacher, SST Coordinator, GATE Program coordinator, ELD coordinator, and five years serving as Vice Principal. During this leadership she oversaw school discipline, plan and lead professional development activities for teachers and support staff, evaluated teachers and support staff. Mrs. Valenta enjoys traveling with students and has overseen and chaperoned students to Washington DC, Costa Rica, San Diego College Tours, Catalina, Lake Arrowhead, and several day excursions.

**Sebastian Cogna**: Sebastian Cogna holds a Doctoral Degree in Educational Leadership from the USC Rossier School of Education. He began his teaching career in 1999 teaching middle school math and science in Fontana, CA. After teaching, Dr. Cogna supported schools and districts across the country in several initiatives to improve student outcomes. The initiatives ranged from School Leadership, Response to Intervention, Evidence-based Instruction, Inclusion and Co-teaching, Instructional Technology, Supporting English Learners and Innovation and Design Thinking.

Dr. Cogna then helped design and lead Aveson Charter Schools, two charter schools, in Altadena, CA. Blending evidence-based practices with innovative solutions, Dr. Cogna has helped Aveson become a national pioneer in learner-centered and personalized education.

A proponent of public education and school choice, Dr. Cogna is the founding CEO and Principal of Allegiance STEAM Academy - Thrive, a proud public school in the Chino Valley.

**Marcilyn Jones**: Marcilyn Jones is a native to the Inland Empire, having graduated from Canyon Hills Junior High and Ayala High School. After moving away to attend California State University, Northridge Marcilyn obtained her BA in English with a focus in Education. Upon her completion of her BA degree, she worked in behavior Therapy with Autistic children at The Institute for Applied Behavior Analysis and then pursued her Master of Arts in Education and her Single Subject Teaching Credential in English. In 2004, she began teaching English at Opportunities for Learning Public Charter School. She has worked in charter schools for over 10 years as a Teacher, an Assistant Principal and now an English Language Development Program Head. Her current position at Opportunities for Learning Public Charter Schools allows her to support Bilingual Learners by creating resources, training teachers on data driven instruction and overseeing instructional programs that encourage and support language acquisition for students.

**Mindi Moon**: Mindi Moon has been a resident of Chino for over 30 years and is the proud parent of three school-age children. She is committed to advocating for the best education possible in the Chino Valley community. Mindi attended all CVUSD schools, beginning at Newman Elementary, then Ramona Jr. High, and proudly graduated from Don Lugo High School. She has been an active member in the community for over 20 years, having served as a Little League Baseball Board Member, Board Member for the GRSF Foundation, and a volunteer in several classrooms. ASA is thrilled to recognize Mindi Moon as one of the Founding Parents and is excited for her to continue contributing to the future of Allegiance Steam Academy.

**Callie Moreno**: Callie Moreno holds an Educational Doctorate from UCLA's Educational Leadership Program. She began her career in education at Aveson Charter Schools during its founding year. She has taught math in third through eighth grades as well as upper elementary science and social studies using a project-based learning approach. After teaching, Dr. Moreno held a position as K-8 math coordinator and instructional coach, developing and overseeing the implementation of elementary

math intervention programs and working closely with teachers to develop K-8 alignment in the math department. Dr. Moreno has worked closely with Dr. Cогnetta for several years to articulate timely and relevant professional development for teachers related to curriculum, instruction, and assessment.

As the Director of Educational Programs at Allegiance during its founding year, Dr. Moreno oversaw and helped shape the fruition educational programs outlined in the initial Allegiance STEAM Academy-Thrive charter petition.

**Samantha Odo:** Samantha Odo received her BS in Biochemistry and Cellular Biology from University of California, San Diego in 1999. She is currently a Senior Key Account Manager for Merck KGaA a German multinational chemical, pharmaceutical and life sciences company headquartered in Darmstadt, Germany. Merck KGaA has around 50,000 employees in around 70 countries and is the world's oldest operating chemical and pharmaceutical company, as well as one of the largest pharmaceutical companies in the world. Previously, she held a Life Science Specialist position with Sigma Aldrich an American chemical, life science and biotechnology company with 9,600 employees in 40 countries. She was also a Regional Manager for BMG Lab Technologies, Inc a capital equipment company providing research equipment to pharmaceutical, biotechnology, government and university research laboratories from 2001-2009. Samantha's interest in science started early in her childhood, but her AP Biology teacher in high school gave her a motivation to take that interest to passion of wanting to learn more. She hopes to give children an opportunity to experience science and technology as she did in a school setting in hopes to exposing as many students as possible in science and technology. School choice is very important to Samantha and her dream is to be a partner in providing families options and choices in their children's education.

**Vanessa Okamoto:** Mrs. Vanessa Okamoto is a proud mom to four and has made it her mission to continuously advocate for the best educational opportunities for each of them. With a BA in Elementary Education, Vanessa has always had a passion for education and understands its importance in creating lifelong learners. Taking an active role in her children's education has always been important from volunteering in classrooms, to being an active participant of parent-teacher organizations, or being on their school site council. With great excitement and full dedication, Vanessa commits the best of herself to the successful future of Allegiance Academy.

**Jennifer and Troy Stevens:** Troy and Jennifer Stevens, were born and raised in Chino, Ca. They have two children, Landon and Gavin. Advocating for their children's education takes top priority with their family. They appreciate school choice and becoming a partner in their child's education. They understand the importance of their child working in an environment that values innovation, along with staff and teachers who offer greater flexibility to meet their child's needs. Having a child with special needs of their own, they are dedicated and devoted to full inclusion, and believing diversity enriches all children in and out of the classroom. All children should be allowed to thrive in a school that best suits their needs, and the Stevens family is deeply committed in helping to bring that philosophy to the surrounding community, and beyond.

**Andrew and Laura Vestey:** Andrew and Laura Vestey are the proud parents of three school age children. Active members of their community, they are excited to bring their knowledge and experience to the Allegiance STEAM Academy team. Andrew offers valuable insight and leadership, having a 17-year career in law enforcement and experience as a former president of a police union and Chairman of a charter school board. Laura's love for volunteering and dedication to the school choice movement makes this duo dedicated to the students of ASA-Thrive.



## ELEMENT 1

### Description of the Educational Program

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

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

### Mission and Vision

The mission of ASA Thrive is to teach students the academic, social-emotional, and character skills needed to be college and career ready. Allegiance students will develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond.

The vision of ASA Thrive is to establish a safe school environment in which students are inspired to take risks to gain skills to be successful in the local and global communities. ASA Thrive will be a harbor of innovation and accountability where students, staff and families are key collaborators in the decision-making processes. By providing a school based on best practices, ASA Thrive will be a change agent in the community.

### Core Values

ASA Thrive will fulfill this mission and vision by utilizing our core values:

1. Personalized Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school.
2. College and Career Readiness for All Students – All students, including students from historically underachieving communities, can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college and career choices.
3. Parents as Partners – Parents are meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. They must understand what it will take to prepare their children for college and career choices, and they must support the goals of the school through their voice and through volunteering. ASA Thrive must create a welcoming atmosphere of inclusiveness for all families.
4. Data Driven Decisions – All decisions should be made after thorough data analysis (both quantitative and qualitative). In order for our students to be prepared for success, ASA Thrive must relentlessly pursue excellence in all data points.

5. Community Service – The school must be an extension of the community. It is our responsibility to provide opportunities for students and families to participate in community service projects and understand their role in the local and global communities. Our intent is to foster students’ civic responsibility through community service projects and the connection of curricular concepts with service-centered activities.
6. Character Development – For students to fully realize their true potential, we must focus on developing character traits (including grit, respect, leadership, and love) that allow ASA Thrive students to embody and demonstrate our mission and vision. We will develop shared language and expectations that allow for all stakeholders to support the growth of our students.

**Student Population To Be Served**

The city of Chino is located in the west end of San Bernardino County in the state of California. Chino is easily accessible via the 71 and 60 freeways. Chino is bound by Chino Hills to the west, unincorporated San Bernardino County (near Montclair) to the north, Ontario to the northeast, unincorporated San Bernardino County to the southeast, and unincorporated Riverside County to the south.

The CVUSD contains twenty (20) elementary schools, two (2) K-8 schools, five (5) junior high schools, five (5) high schools, and three (3) alternative schools.

ASA Thrive will make it a priority to have targeted recruitment efforts focusing on achieving a racial and ethnic balance similar to that of the District in the manner shown on the next page:

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**CVUSD Demographic Data(2018-19)**

School	Total	African American	Asian	Filipino	Hispanic	White	Two or More Races
Alicia Cortez Elementary	566	1.90%	3.00%	0.50%	80.70%	11.10%	1.80%
Anna A. Borba Fundamental Elementary	495	0.60%	2.20%	0.40%	92.70%	3.20%	0.20%
Butterfield Ranch Elementary	711	3.20%	24.80%	7.30%	39.80%	19.80%	4.10%
Cal Aero Preserve Academy	1,365	9.30%	23.90%	9.10%	33.60%	20.50%	2.60%
Canyon Hills Junior High	1,087	3.10%	33.00%	8.00%	35.60%	16.20%	3.40%
Chaparral Elementary	665	4.50%	18.60%	5.90%	52.50%	14.90%	3.00%
Country Springs Elementary	610	1.60%	56.70%	8.00%	20.20%	9.70%	3.30%
Dickson Elementary	556	2.20%	2.20%	1.30%	86.70%	6.50%	0.50%
E. J. Marshall Elementary	430	2.10%	3.70%	0.90%	84.40%	7.90%	0.90%
Eagle Canyon Elementary	601	1.20%	28.50%	5.30%	45.10%	15.60%	4.20%
Edwin Rhodes Elementary	939	6.00%	22.70%	7.20%	44.60%	16.70%	1.50%
Gerald F. Litel Elementary	537	2.60%	24.80%	5.20%	39.90%	23.50%	2.40%
Glenmeade Elementary	500	1.40%	6.80%	4.00%	66.40%	18.20%	2.00%
Hidden Trails Elementary	466	3.40%	39.90%	9.00%	30.30%	13.90%	3.00%
Howard Cattle Elementary	683	3.10%	6.70%	5.30%	62.50%	21.40%	0.70%
Levi H. Dickey Elementary	491	1.80%	1.00%	0.00%	84.70%	12.00%	0.20%
Liberty Elementary	630	3.70%	7.50%	3.50%	73.80%	10.00%	1.10%
Lyle S. Briggs Fundamental	808	0.40%	3.00%	0.50%	74.30%	21.00%	0.40%
Magnolia Junior High	793	2.10%	2.60%	1.80%	81.20%	10.70%	1.30%
Michael G. Wickman Elementary	882	3.10%	42.10%	6.70%	26.40%	16.00%	4.20%
Newman Elementary	581	1.40%	3.10%	1.00%	80.70%	11.70%	1.40%
Oak Ridge Elementary	634	2.70%	25.10%	4.60%	35.50%	29.70%	1.90%
Ramona Junior High	574	1.20%	2.30%	1.00%	88.30%	7.10%	0.00%
Robert O. Townsend Junior High	1,074	3.40%	18.20%	7.70%	44.10%	22.10%	3.70%
Rolling Ridge Elementary	583	2.10%	33.60%	9.80%	37.40%	11.70%	4.80%
Walnut Avenue Elementary	620	1.80%	2.90%	1.00%	90.60%	2.90%	0.50%
Woodcrest Junior High	413	1.50%	4.60%	2.20%	83.80%	7.00%	0.50%
Chino Valley Unified	27,590	3.30%	16.60%	4.90%	56.20%	16.00%	2.10%
<b>Allegiance STEAM Academy - Thrive</b>	<b>473</b>	<b>3.20%</b>	<b>14.60%</b>	<b>2.70%</b>	<b>60.00%</b>	<b>17.80%</b>	<b>0.80%</b>

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Additionally, ASA Thrive will make every effort to ensure that our subgroup population is similar to that of the District.

**CVUSD Subgroup Data (2018-19)**

	Socioeconomically Disadvantaged	Students with Disabilities	English Learners
Chino Valley Unified	47.60%	12.45%	11.30%
<b>Allegiance STEAM Academy - Thrive</b>	34%	13.10%	4.00%

ASA Thrive seeks to be a school of choice for families in the District, offering a unique educational experience focusing on Science, Technology, Engineering, Arts, and Math. We believe in the value and necessity of a free, public education. It is of paramount importance that families have choice in the location and programmatic components of their children’s education. ASA Thrives seeks to be an additional high-performing school within the boundaries of the District. [The following charts include the most recent data, CVUSD \(2017-18\) and ASA Thrive \(2018-19\), at the time of submission of the charter petition.](#)

**CVUSD CAASPP Data (2017-18)**  
Overall Performance Meet/Exceed Standards

School	ELA	Mathematics
<a href="#">Alicia Cortez Elementary</a>	47%	30%
<a href="#">Anna A. Borba Fundamental</a>	40%	31%
<a href="#">Butterfield Ranch Elementary</a>	65%	59%
<a href="#">Chaparral Elementary</a>	67%	51%
<a href="#">Country Springs Elementary</a>	82%	76%
<a href="#">Dickson Elementary</a>	34%	23%
<a href="#">E. J. Marshall Elementary</a>	40%	21%
<a href="#">Eagle Canyon Elementary</a>	71%	58%
<a href="#">Edwin Rhodes Elementary</a>	69%	67%
<a href="#">Gerald F. Litel Elementary</a>	68%	64%
<a href="#">Glenmeade Elementary</a>	54%	38%
<a href="#">Hidden Trails Elementary</a>	75%	69%
<a href="#">Howard Cattle Elementary</a>	44%	33%
<a href="#">Levi H. Dickey Elementary</a>	43%	24%
<a href="#">Liberty Elementary</a>	60%	48%
<a href="#">Michael G. Wickman Elementary</a>	78%	72%
<a href="#">Newman Elementary</a>	30%	37%
<a href="#">Oak Ridge Elementary</a>	73%	62%
<a href="#">Rolling Ridge Elementary</a>	82%	83%
<a href="#">Walnut Avenue Elementary</a>	33%	39%
<a href="#">Cal Aero Preserve Academy</a>	64%	55%
<a href="#">Lyle S. Briggs Fundamental</a>	48%	37%
<a href="#">Canyon Hills Junior High</a>	72%	58%
<a href="#">Magnolia Junior High</a>	38%	22%
<a href="#">Ramona Junior High</a>	37%	14%
<a href="#">Robert O. Townsend Junior High</a>	64%	63%
<a href="#">Woodcrest Junior High</a>	45%	35%
<b>CVUSD</b>	<b>47%</b>	<b>30%</b>

**ASA Thrive CAASPP Data (2018-19)**

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**Overall Performance Meet/Exceed Standards**

School	ELA	Mathematics
Allegiance STEAM Academy - Thrive	65%	54%

ASA Thrive acknowledges that an achievement gap exists in the educational performance among subgroups of students. One area in which the gap is most readily observed is standardized test performance. ASA Thrive will close this achievement gap using proven instructional methods, such as those noted in *How Learning Best Occurs*.

Subgroup	CVUSD 2017-18		Allegiance 2018-19	
	ELA	Mathematics	ELA	Mathematics
Asian, Not Hispanic	82%	82%	79%	79%
White, Not Hispanic	67%	54%	79%	71%
African-American, Not Hispanic	45%	30%	70%	60%
Hispanic or Latino of Any Race	47%	32%	70%	70%
Socioeconomically Disadvantaged	44%	32%	*	*
English Learners	21%	25%	*	*
Students with Disabilities	19%	15%	30%	19%

\*To protect student privacy, data for subgroups made up of less than 10 students is not represented on the table.

**How Learning Best Occurs**

ASA Thrive will apply the best of research-proven strategies and evidence-based practices to provide a rich and rigorous academic program that gives all students the chance to be successful.

ASA Thrive believes that high-quality instruction is:

- **Designed and implemented by highly specialized teachers and staff** - Dedicated, effective teachers with a passion for their work and their students will be the engine of ASA Thrive. Children thrive when guidance and support are provided for through inspiring teachers and exemplary administrators. ASA Thrive will ensure high quality teaching and instruction in every classroom through its research-based methods of instruction and robust professional development and supports. Teachers will have the opportunity to innovate in their classrooms, blending traditional lessons with online, self-paced experiences for students.
- **Personalized to students' needs** - Students and teachers must work together in small learning communities. Success is bred when there are personal learning plans for students with additional learning time for students to accelerate or to enrich their learning, and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.
- **Differentiated** –Teachers will work towards meeting students at their learning level by using flexible grouping to support and accelerate achievement. Teachers will identify focus students and necessary scaffolds to support individual students. Staff at ASA Thrive will continuously work together to enhance student learning by sharing, developing, and refining effective teaching strategies. Students whose needs have not been met through traditional teaching methods will benefit from supplemental direct instruction, small group work, hands-on learning, individualized instruction, cooperative learning, peer tutoring,

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computer-based adaptive activities, and other innovative techniques. By employing a variety of techniques ASA Thrive will activate student engagement and reach all learners.

- **Standards-based** - ASA Thrive will link its curriculum objectives to the state content standards adopted by the California State Board of Education. Teachers will design a scope and sequence to develop yearlong standards-based pacing guides, unit plans, lesson plans and daily objectives. ASA Thrive aims to accelerate student learning to ensure that all students achieve mastery of the standards.
- **Relevant to students** – It is vital to make learning culturally relevant to the students in their classrooms. We believe a culturally relevant and responsive pedagogy is essential to building an academic program that pursues excellence and builds students’ sense of responsibility to positively impact their community. Gloria Ladson-Billings notes, “Culturally relevant teachers see teaching as an art as opposed to a science with perspective steps and techniques to be learned and demonstrated. Thus, for them, teaching is a creative undertaking... These teachers see themselves as part of the communities in which they teach and see their role as giving something back to the community. They believe that success is possible for each student and a part of that success is helping students make connections between themselves and their community, national, ethnic and global identities.”<sup>5</sup> Cultural and community history, as well as current reality, will be embedded across content areas and drive lessons. Therefore, it will be incumbent upon ASA Thrive staff to truly understand the cultural values, beliefs, customs, and ideas of our students. As our students become more confident learners through culturally relevant pedagogy, they will also feel empowered to take responsibility for their learning.
- **Clearly articulated and measured** – ASA Thrive must have a clear path to success. The assessment of students’ progress is based on multiple measurement tools looking at the many facets of the learners. The school’s goals and the progress toward said goals must be made clear to parents, students, and staff in multiple ways, including the LCAP, SARC, annual survey, budget, meetings, and website. It is paramount that the administration clearly articulates the goals and provides continuous updates to all stakeholders.
- **Supported by families** - Students receive the best education when all stakeholders participate in the educational process. ASA Thrive will offer many opportunities for parent participation, including providing opportunities for stakeholders to participate in the School Advisory Council, conducting satisfaction surveys to assess stakeholder opinions and areas of growth, and hosting parent education workshops.
- **Continually assessed** – ASA Thrive Academy will provide multiple ongoing opportunities to measure student learning and to inform instruction through real life technology projects, and analysis of student work portfolios. An individual personal learning plan will be developed and maintained for each ASA Thrive student, and used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness. Student learning plans include portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning. Interim assessments will be given throughout the year. Interim assessments inform instruction and provide immediate individual student information on progress towards proficiency on Common Core and Next Generation Science Standards.
- **Backwards-designed** – ASA Thrive will ensure true depth of understanding for students. Teachers will use Backwards Design, an instructional design method with a strong research base originally published in *Understanding by Design*, by Grant Wiggins and Jay McTighe. The four distinct stages teachers will use are unpacking and prioritizing the Common Core and Next Generation Science Standards, aligning assessments (formative and summative)

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<sup>5</sup> Gloria Ladson-Billings. “Culturally Relevant Teaching: The Key to Making Multicultural Education Work” in *Research in Multicultural Education*.

to the Common Core and Next Generation Science Standards, differentiating instruction to meet the needs of all learners, and analyzing achievement outcomes to determine effectiveness.

- Multiple Learning Modalities Specific to Student Learners – Processes of learning to assist in identifying student learning modalities include, but are not limited to: Universal Design for Learning Principles (UDL); Problem Based Learning (PBL) observations and teaching methods; New Generation Science Standard Inquiry (NGSS) techniques for learning.

**Deleted: Tied to students' multiple intelligences –** Dr. Howard Gardner's Theory of Multiple Intelligences suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. There are instead eight different intelligences to account for a broader range of human potential in children and adults. We will utilize a multiple intelligences mindset to gain an understanding of how each child learns. We will meet the learning styles and modalities of all students through a variety of instructional methodologies and activities.

### **What It Means to Be an Educated Person in the 21<sup>st</sup> Century**

A well-educated person in the 21<sup>st</sup> century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/ economic studies, the use of technology, and personal work habits in order to succeed in a global economy. A well-educated person understands that creative thinking leads to opportunity, that talents can be turned into true skill, and that all human beings are equal and important.

The ASA Thrive curriculum, instructional methodology, and environment will be designed to prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators. Using Webb's Depth of Knowledge, teachers will align assessment of student learning with the cognitive demands of the standards. Cognitive strategies and content knowledge must be aligned with the skills and attributes to create a truly educated person in the 21<sup>st</sup> century.

1. Self-Awareness: understanding of one's current level of mastery and understanding of a subject, including key misunderstandings and blind spots
2. Self-Monitoring: the ability to reflect on what worked and what needed improvement in any particular task
3. Interpersonal Skills: the social skills necessary to cooperate, make group decisions, resolve conflicts, and identify group roles in order to work effectively as a team
4. Academic Proficiency: the understanding of concepts that include and exceed the scope of the Common Core and Next Generation Science Standards in the major subject areas
5. Literacy: the possession of reading and writing skills and strategies sufficient to process texts and to respond successfully to written assignments
6. Receptive: ability to accept and learn from criticism, feedback, shortcomings
7. Grit: perseverance and passion for long-term goals.

ASA Thrive believes fostering the development of these skills and attributes in an educational environment by upholding standards of academic excellence, democratic processes, and developmentally appropriate learning experiences encourage the creative and critical thinking skills that enable students to find workable solutions to real world problems.

### **Achieving Student Success**

ASA Thrive will provide a rigorous, student-centered learning environment focused on preparing our students for success in college and career choices and maintaining strong ties to their community. All students will be held to high academic and behavioral standards and perform community service. ASA Thrive will combine the pursuit of academic excellence with social responsibility to develop students who are intellectually strong and contributing citizens. We will implement an academic program that is developmentally appropriate and builds a strong foundation in STEAM and literacy,

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while providing our students with opportunities to build relationships, foster a love of learning, and develop a strong self-identity.

Academic learning at ASA Thrive will be guided by the Common Core and Next Generation Science Standards and implemented through engaging small group instruction. Teachers will develop yearlong pacing guides focused on teaching grade-level standards to mastery. Data will drive instruction at every step. We will use intervention and accelerated groups to ensure all students are challenged and supported within their zones of proximal development.

Success for ASA Thrive students will only come through a focus on high-quality instruction and the development of effective study skills. In *Redefining College Readiness*, David T. Conley provided an operational definition of college readiness and the strategies, skills, knowledge, and characteristics needed for success. Using this research, ASA Thrive has determined that we must ensure our students are adequately prepared in the following cognitive strategies.

### Cognitive Strategies

**1. Intellectual openness**

Students will possess curiosity and a thirst for deeper understanding, question the views of others when those views are not logically supported, accept constructive criticism, and change personal views if warranted by the evidence.

**2. Inquisitiveness**

Students will engage in active inquiry and dialogue about subject matter, and research questions and seek evidence to defend arguments, explanations, or lines of reasoning.

**3. Analysis**

Students will identify and evaluate data, material, and sources for quality of content, validity, credibility, and relevance.

**4. Reasoning, argumentation, proof**

Student will construct well-reasoned arguments or proofs to explain phenomena or issues; utilize recognized forms of reasoning to construct an argument and defend a point of view or conclusion; accept critiques of or challenges to assertions; and address critiques and challenges.

**5. Interpretation**

Students will analyze competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description; synthesize the results of an analysis of competing or conflicting descriptions; state the interpretation that is most likely correct or is most reasonable, based on the available evidence; and present orally or in writing an extended description, summary, and evaluation of varied perspectives and conflicting points of view on a topic or issue.

**6. Precision and accuracy**

Students will know what type of precision is appropriate to the task and the subject area, be able to increase precision and accuracy through successive approximations generated from a task or process that is repeated, and use precision appropriately to reach correct conclusions.

7. **Problem-solving**

Students will develop and apply multiple strategies to solve routine problems, generate strategies to solve non-routine problems, and apply methods of problem solving to complex problems requiring method-based problem solving.

These cognitive strategies must be developed in conjunction with content knowledge. Mastering content items will be achieved through the exercise of broader cognitive skills embodied within the key cognitive strategies.

The seven key cognitive strategies will be developed, engaged, and refined in all ASA Thrive students. Every child that passes through our doors must leave with deeper abilities in all seven areas. Every child has the ability to acquire these skills in different ways. We will promote these key cognitive strategies through high-quality instruction to develop educated 21<sup>st</sup> Century learners.

This is the path we will implement:

1. High Academic Standards
2. Professional Development
3. Homework
4. Evaluation
5. Student Involvement
6. Parent Engagement
7. Student Recognition
8. Behavior Education

High Academic Standards

Student success is tied to staff, families, and even the students themselves, establishing and adhering to high standards of excellence. ASA Thrive will provide a school model where students acquire and practice a range of essential skills that are California standards-based. Teachers will align instruction to the rigor of content standards to ensure students develop a deep understanding, mastery, and application of important concepts that propel inquisitive lifelong learning and reach high levels of academic achievement

Professional Development

Students learn best with teachers who are knowledgeable of their subject field and are well-trained to deliver rigorous instruction and attend to the diverse needs of each student as an individual. ASA Thrive teachers will work in grade level teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility. Administration will cull best practices in instruction and classroom management from experience as well as proven resources, such as [John Hattie's Visible Learning](#).

Teachers will participate in professional development before the school year begins and then weekly throughout the year. Ongoing professional and personal growth opportunities will be provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher-identified growth needs and interests. Our administrative team will provide targeted professional development to staff in instructional design, classroom management, student culture, data driven instruction, and other high-leverage topics including technology integration, blending learning, assessments, backwards curriculum mapping, rigor, differentiation, reading and writing across content areas, classroom procedures, student engagement, cooperative learning, college-ready

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ASA Thrive has a clear path to achieving success for all students. We will develop students' key cognitive strategies (analysis, reasoning, problem-solving, etc.) through high-quality instruction (personalized, differentiated, standards-based, etc.) to develop educated, 21<sup>st</sup> Century learners (tolerant, academically proficient, self-aware, etc.) and STEAM learning/teaching strategies.

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objectives, and lesson planning. By focusing on teaching and learning, professional development will help our students reach their learning goals.

ASA Thrive will also hold staff meetings. During staff meetings, teachers will conduct school business, build a stronger sense of community among all the adults working to serve our students, recognize staff members for exemplifying school values, and improve on our approach to developing the whole child.

In addition, teachers may seek out professional development opportunities such as visiting excellent schools and attending workshops and conferences on areas of their individual growth plans or areas that will strengthen their team. The administration may also recommend outside opportunities to teachers to support professional growth and student achievement.

### Homework

ASA Thrive recognizes that homework contributes toward building self-motivated, competent, and lifelong learners. Homework completion directly influences student mastery of standards as well as reinforcement of learning objectives and study skills. [Homework develops student responsibility and ownership of their learning. As such, completion of homework is reflected in a student's citizenship grade exclusively.](#)

ASA Thrive stakeholders will view homework as a routine and important part of students' daily lives. Homework is a teacher--planned assignment that will reinforce classroom learning, develop skills, expand on students' school experience, and encourage family participation.

We believe that independent reading significantly influences reading performance. A study examining the relationship between children's out-of-school activities and their reading achievement found that the number of minutes spent in out-of-school reading, even if it was a small amount, correlated positively with reading achievement.<sup>6</sup> The more students read outside of school, the higher they scored on reading achievement tests. The researchers conclude that, "Among all the ways children spent their time, reading books was the best predictor of measures of reading achievement, reading comprehension, vocabulary, and reading speed, including gains in reading comprehension between second and fifth grade."

Therefore, it is highly suggested that transitional kindergarten through third grade students read at least 15 minutes every day, students in grades four through six read 20 minutes, and students in grades seven and eight grade read at least 30 minutes, in addition to the regularly assigned homework.

### Grading

ASA Thrive will employ Standards-based grading, a tenet of Mastery Learning theory, to make sure our students are accurately scored on content and skill proficiency. Our students will earn grades based on their demonstrated mastery of essential skills rather than on completion of tasks. In a mastery-based grading structure, students are not graded on their ability to master a standard at a

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<sup>6</sup> Richard Anderson, Paul Wilson, and Linda Fielding. *Growth in Reading and How Children Spend Their Time Outside of School.*

certain time; rather, they can work at their own pace and demonstrate mastery when they are ready. This grading structure is aligned with ASA Thrive’s mission and values in that it:

- gives students and parents specific, actionable feedback about what skills students have learned or still need to learn;
- shifts the focus to student growth over time; and
- aligns with the school’s personalized learning model in which students learn at their own pace and in their own style.

By using a standards-based grade book system, teachers will track student proficiency, progress and learning. Teachers will assess student learning and progress in the classroom through formative and summative assessments. Students will also be instructed by teachers to assess their own learning through self-monitoring strategies in classes. ASA administrators will work with teachers to ensure their understanding of mastery learning theory during professional development and provide education to parents on standards-based grading and mastery learning.

ASA Thrive will issue student progress reports at the mid-point of each trimester based on student proficiency on grade level standards. The student progress report will be based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards meeting standards. Formative and summative assessments, projects, presentations, and portfolios will be used to determine student performance. Parents of students performing not meeting state standards will be invited to participate in a scheduled parent conference to discuss the parents’ and the teachers’ role in the improvement plan. Teachers and parents will collaborate to discuss progress and to make a commitment to provide support and ensure that students take responsibility for their learning.

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Students in all grade levels will receive letter grades to track their performance:

- A = student exceeds grade level expectations, demonstrating broad and in-depth understanding of complex concepts and skills embedded in the standards
- B = student meets grade level standards, demonstrating thorough understanding of concepts and skills embedded in the standards
- C = student nearly meets grade level standards, demonstrating basic understanding of concepts and skills embedded in the standards
- D = student has not yet met grade level standards, demonstrating minimal understanding of concepts and skills embedded in the standards
- F = student has not yet met grade level standards, demonstrating no understanding of concepts and skills embedded in the standards

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#### Student Involvement

ASA Thrive will offer experiences to ensure a holistic approach to education. Such opportunities will motivate students to excel while expanding their learning potential and may include: *intramural sports, Math Olympiad, Academic Decathlon, Odyssey of the Mind, 100 Mile Club, drama club, dance team, chess club, photography, film club, book club, debate, Model UN, science fair, and STEAM Shark Tank.*

Every ASA Thrive student will have the opportunity to engage in community service events throughout the course of the year. Service projects may include volunteering at animal shelters, reading to senior citizens, park cleanups, sending cards to members of the armed forces, conducting clothing and food drives, performing at hospitals, planting trees, and re/painting local buildings. Not

only does the community benefit, but also students are able to problem solve, connect to others, and develop a sense of pride, satisfaction, and accomplishment.

### Parent Engagement

ASA Thrive recognizes that parents and guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. ASA Thrive will maintain a shared decision-making approach through the use of various groups of staff, parents, and community members, which addresses identified needs of both students and the overall educational program. We will engage with families in a variety of manners, including conferences, family forums, Coffee with the Principal, newsletters, emails, social media, website, and phone calls.

Parents will have a multitude of ways in which to engage with the school, including:

- Volunteering in the classroom and at school-sponsored events;
- Attending Back to School Night, Open House, parent/teacher conferences, awards assemblies, and other school events; and
- Ensuring their child’s attendance at school on a daily basis.

### Student Recognition

It is vital that students are recognized for their growth in and mastery of cognitive strategies, academic content, and character traits. Accomplishments will be recognized in a way that promotes future achievement and supports the mission of building the foundation for lifelong learning and success.

Awards assemblies will be both school-wide and in the classroom, and may include recognition of growth and mastery of:

- Statewide assessments (CAASPP, CAST, ELPAC, PFT, etc.);
- Common Core and Next Generation Science Standards in the classroom;
- Character trait development;
- Attendance patterns; and
- Homework completion.

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### Behavior Education

#### Positive Behavior Support

The behavior policy of ASA Thrive is designed to ensure that each student has the opportunity to learn in a safe and secure environment. ASA Thrive’s goal is to develop responsible, respectful citizens. Each teacher will have standards for classroom behavior and an appropriate reinforcement system. These standards will be communicated to parents at the beginning of the year with reminders throughout the school year.

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The school wide approach to behavior emphasizes positive campus behaviors and eliminates those behaviors that are disruptive or undesirable. To achieve these goals, the following “Wolves Ways” will be established:

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- Trust your instincts
- Keep your den clean
- Stay on track

- Howl with your friends
- Be a leader,

School staff will discuss and model these norms at grade level assemblies at the beginning of the school year. Following these norms will result in the issuance of a tangible positive recognition. Students who consistently follow these norms will be rewarded on an individual and school-wide basis. The Wolves Ways norms will be tracked by teachers, reflected upon by students, and utilized to communicate students' citizenship to parents.

### Student Discipline

In the instance that a child exhibits undesired behavior, staff response is logical and related to the violation to aid students in understanding the impact of their choices and to support students in taking responsibility for their actions. Further, staff response provides a mechanism for the student to identify a means to make amends and/or to identify desired replacement behaviors.

For violations that may occur on the playground, recess supervision personnel use a form to communicate to teachers about outside behavior. Teachers then determine the appropriate level of response.

Levels of response range from classroom level response, parent notification and/or involvement, up to administration level response, depending on severity and/or intensity of the violation.

If a child receives an Office Referral, parents will be contacted. Some examples of reasons for receiving an Office Referral are:

- Violation of Technology User Agreement;
- Offensive Language;
- Fighting;
- Damaging School Property;
- Endangering Other Students;
- Cheating;
- Forging Signatures; and
- Inappropriate Physical Contact.

Any student who has received an Office Referral will not receive any grade above a “D” in Citizenship on his/her report card for that trimester. Any student who receives an In-School or Out-of-School Suspension will not receive any grade above an “F” in citizenship on his/her report card for that trimester. In all instances of disciplinary procedures and actions, the administration has final authority. For comprehensive information on suspensions and expulsions, including appeal processes (see *Element 10: Student Suspension and Expulsion*).

### Instructional Design

ASA Thrive will offer a rigorous, standards-based, STEAM-focused instructional program that will build a foundation to ensure students’ success in the future, by enabling and empowering them to become self-motivated, competent, life-long learners. The school’s program will nurture well-rounded critical thinkers who love learning, while preparing them to master content standards through engaging in authentic work. ASA Thrive will also prepare students to tackle real-world challenges and affect change in the local and global community. **ASA Thrive students will be challenged with a site-based instructional program, as no Independent Study (IS) program will be offered.**

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Failure to follow these norms will result in the issuance of a Be Better slip requiring both parent and student signatures. Be Better slips will have an effect on report card grades in citizenship.¶

The trimester Citizenship grades will be determined by classroom behavior and the number of Be Better slips received:...0-1 slips → A¶

<#>0-1 slips → A¶

<#>2 slips → B (Teacher contacts parents)¶

<#>3 slips → C (Conference with teacher and establishing a Be Better Plan)¶

<#>4 slips → D (Conference with administrator and establishing an administrative plan)¶

<#>5 or more slips → F (Conference with administrator, follow-up on administrative

<#>plan, possible additional disciplinary action, including, but not limited to, in-school suspension)¶

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ASA Thrive believes that an education steeped in science, technology, engineering, arts, and mathematics (STEAM) components will most successfully prepare our students for the challenges and opportunities of the 21<sup>st</sup> century. The STEAM components of our educational program match the skills needed to survive and thrive in the global community. Scientific and technological innovations have become increasingly important as we face the benefits and challenges of globalization. To succeed in this new information--based and highly technological society, students need to develop their STEAM capabilities. Science, technology, engineering, and mathematics workers play a key role in the sustained growth and stability of the local and global economies. STEAM education creates critical thinkers, increases science literacy, and enables the next generation of innovators.

STEAM programs foster problem-solving, fearlessness, and critical thinking skills. The challenges our students will face demand creative solutions. Scientists, mathematicians, engineers, and artists need to be comfortable with open-ended, challenging problems. They must show resilience so that when an experiment or design does not yield the expected result, they adapt their thinking and try again. They learn to adapt their own thinking when something unexpected happens, to ask new questions, and to rethink. Failure becomes part of the process; students learn from it.

By engaging students around the subjects of STEAM, ASA Thrive aims to spark an interest and life-long love of the arts and sciences. Science, Technology, Engineering, Art, and Math (STEAM) are similar disciplines in that all involve creative processes. Teaching relevant, in demand skills that will prepare students to become innovators in an ever-evolving world is paramount, not only for the future of these students but for the future of our local and global communities.

ASA Thrive plans to be a model laboratory for STEAM instruction and activities. We are committed to achieving this through **multiple** instructional design components, **such as**:

- providing mobile devices for students, **such as** Chromebooks;
- after-school STEAM clubs, including robotics;
- a dedicated STEAM Lab instructor;
- Odyssey of the Mind and Math Olympiad clubs;
- coding instruction;
- hands-on learning experiences;
- professional development for teachers on STEAM best practices;
- parent training on STEAM activities at home;
- STEAM-focused field trips; and
- explicit art instruction through STEAM Lab and **Music/Drama** class.

Our teachers are responsible for infusing STEAM into the classroom. They must be instructional masters **creating cross-curricular lesson plans that integrate Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) with STEAM content**. They will create backwards-designed pacing guides built to ensure student mastery of content standards. They will then create assessments, outline daily objectives, and lesson plans. All teachers **are** expected to use the **CCSS and** selected curriculum as a foundation for instruction and use engaging pedagogical techniques to engage all students, **such as**:

- **Direct instruction**
- **Constructivist-based instruction (e.g., 5 E's)**
- **Inquiry-based instruction**

**When planning, teachers consider how their instruction meets the needs of individual students. Lesson plans incorporate multiple learning modalities. Teachers will use flexible groupings during instruction, including whole class instruction and collaborative learning groups.**

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~~Hook~~

~~Objective(s)~~

~~Intro to New Material~~

~~Teacher Model ("I Do")~~

~~Guided Practice ("We Do")~~

~~Independent Practice ("You Do")~~

~~Closure ("Exit Ticket")~~

~~ASA Thrive teachers will use the above structure to plan for all content areas. When planning, they must first consider how their instruction will meet the individual needs of students. Their lesson plans, primarily the modeling, guided practice and independent practice components will incorporate the different learning modalities and multiple intelligences of students. Teachers will use a mixture of groupings during their instruction including whole class instruction and collaborative learning groups. Teachers will rotate groups of students among locations throughout the room in accordance with their attention spans and what is developmentally appropriate.~~

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Teachers will further differentiate instruction through modifications to the content, process, or product while ensuring they are providing the needed scaffolding to set their students up for success. Allegiance will use **resources, including** the work of Carol Ann Tomlinson, author of *The Differentiated Classroom: Responding to the Needs of All Learners*.

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**Our** program, as explained below, **is designed to result in meaningful learning** in the areas of English Language Arts, Literacy, Mathematics, Science, History/Social Studies, and Physical Education for all students. Additionally, we **are committed to closing any achievement gap between subgroups**, as well as **provide evidence-based instruction for** students who are identified as socioeconomically disadvantaged, having disabilities, or English learners.

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**The following components are implemented in an effort to raise student achievement:**

- Student-centered professional development for staff on high-leverage topics related to educational programs;
- Recommendations of relevant topics for parent education, made by the staff and parent community, to assist parents in meeting their child’s individual needs;
- Opportunities for parents to be involved in the educational program for their children;
- Educational reforms that reward excellent teaching and student accomplishments;
- Promotion of new, innovative, and experimental ideas in education;
- Maximizing student learning time by actively engaging students in standards-based, bell to bell instruction while maintaining the integrity of programs offered such as Physical Education, Music/Drama, World Language, Art, etc.;
- Having a strong understanding of how children learn and retain information;
- Maintaining a continuum of high academic standards in grades TK-8;
- Maintaining a high level of integrity for all staff members;
- Utilizing formative assessments and data-driven educational programs;
- Employing highly qualified instructional staff that promote a positive, engaging, and motivating school environment, and who truly believe that all students are gifted; **and**
- Incorporating a collegiate theme in and out of the classroom, encouraging students to prepare for higher-level education.

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### **Core Courses**

ASA Thrive will be a student-centered school. Instruction will be delivered in a number of ways based on the way students learn best. Materials to support the educational program will reflect the ASA Thrive’s philosophy that learning best occurs in a setting that is personalized, differentiated, and relevant to students. Our standards-based curriculum will provide the specific content in each essential subject area, aligning with the State Standards: Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“ELA/Literacy”) and Mathematics; Next Generation Science Standards; and all other California content standards.

All students will take courses that are high school-preparatory and are aligned with the State Standards. Because our educational program will emphasize regular formative assessments and the use of data to increase student achievement, our pacing plans will guide and define the scope and sequence of all courses. ASA Thrive will emphasize Math, Science, English Language Arts, and Social Studies, as well as a variety of non-core courses to provide opportunities for students to receive enrichment, including music, drama, art, and world language.

ASA Thrive will select and utilize curricular materials due to their comprehensive nature and alignment with the California Common Core Standards for ELA and Math, the Next Generation Science Standards, and California Content standards for all other applicable subjects. Each program will include teaching approaches to differentiate instruction and meet the needs of English Learners, students who are performing below grade level, and students who are performing above grade level. Transitional kindergarten will follow a modified curriculum for core academic content that is age and developmentally appropriate. It will be aligned to the California Preschool Learning Foundations in order to develop the appropriate knowledge and skills for TK students.

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### English Language Arts

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. One of the greatest barriers that hinder students' academic success is a weak foundation in literacy. Success or failure in building a foundation of fundamental literacy in the primary grades is a compelling gauge of future academic success. ASA Thrive is committed to providing all students with the knowledge of literature, informational text, foundational skills, writing, speaking, and listening. These are the necessary skills in the language arts in order for students to become fully literate members of society. In addition to designated language arts class time, instruction in reading, writing, speaking, and listening will take place throughout the day in every discipline. There will be an emphasis on informational text at all grade levels, especially in the upper elementary and middle school grades. The curriculum must emphasize advanced critical analysis and interpretation in order to develop sophisticated written arguments about assigned literature.

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We will offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow in multiple genres. The chosen curriculum will have a heavy focus on sentence structure, basic grammar, and paragraph formation. Students will complete daily oral language activities to support the development of grammar skills. Extensive prewriting, drafting, revising, and editing will take place on all pieces of formal writing. ASA Thrive students will be able to produce top-quality narrative, informational, and argumentative essays, research papers, and literary analysis essays. A strong foundation in phonemic awareness and phonics will ensure students are fluent, accurate, automatic, and prosodic readers able to analyze text using explicit comprehension strategies.

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The ELA curriculum will be comprised of a comprehensive and balanced reading program. Students will be offered a well-rounded approach through textbooks and supplemental texts. Our students will be immersed in an intensive literacy program, featuring Reader's Workshop, Writer's Workshop, Phonics, and Close Reading protocols. We will focus on authentic reading and writing experiences, motivating our students to read and write about themselves, their lives, and their experiences. Our language arts curriculum will utilize adopted text and a variety of supplementary resources to enhance student learning, including leveled libraries and guided reading, trade books, primary historical documents, and non-fiction texts and periodicals.

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### Mathematics

Our math program will be entirely aligned with the CCSS and include a multi-disciplinary approach to ensure we connect mathematics instruction to science, technology, and engineering concepts. From TK/kindergarten through third grade, students will have a daily mathematics course that focuses on computation and a second math session daily that focuses on application and other critical math skills (calendar, money, number line, etc.). In TK/kindergarten we will introduce counting skills and the concepts of addition and subtraction as well as the essential foundation of place value. Our teachers

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will also introduce problem-solving skills and other mathematical practices in age-appropriate ways. For each subsequent grade, teachers will use scaffolding techniques to build students' math skills focusing on operations and algebraic thinking, number and operations in base ten (and beginning in third grade to include fractions), measurement and data, and geometry. In fourth grade, math classes will include mathematics operations and problem solving. Math lessons will follow a structured lesson plan designed for optimizing mastery. There will be daily opportunities for fluency (i.e., accuracy, precision, and flexibility) development, concept development and problem solving.

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ASA Thrive will prepare all students to master the CCSS in mathematics with a goal of all students showing proficiency in Integrated Math I in 8<sup>th</sup> grade. Our curriculum will be vertically aligned and spiraled through each grade level, ensuring that students develop fluency in basic computational skills, develop an understanding of mathematical concepts, solve simple and complex mathematical problems, and reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses.

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Students will be offered a well-rounded approach through textbooks like Eureka Math and various supplemental resources. Additionally, ASA Thrive will provide extensive professional development in mathematics instruction

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### Science

ASA Thrive will provide its students with a well-balanced rigorous program based upon the Next Generation Science Standards. ASA Thrive will provide students with the experiences and knowledge that will lead to a disciplined approach to the continued study of the natural world. The course sequence aims to provide the foundational skills and knowledge for students to learn the concepts, principles, and theories of science at a mastery level. ASA Thrive will provide grade level appropriate instruction and opportunities for guided exploration in the three dimensions of the NGSS: science and engineering practices, disciplinary core ideas, and crosscutting concepts.

Students will be able to meet all grade-level Performance Expectations by understanding and practicing the behaviors scientists and engineers engage in, describing the core ideas in the science disciplines, and mastering the concepts linking the different domains of science. ASA Thrive will instruct students in grades K-5 on the required grade level standards in order to demonstrate proficiency by the end of the year. Students in grades 6-8 will receive instruction on the middle school standards using discrete yet connected modules. All instruction will focus on the four domains of the NGSS:

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- Physical Science;
- Life Science;
- Earth and Space Science; and
- Engineering, Technology, and Applications of Science.

The ASA Thrive science curriculum will be aligned to NGSS. Students will have the opportunity to integrate knowledge and skills from the other disciplines (e.g. language arts, mathematics) in their study of science. Assessments of knowledge, understanding, and skills will occur frequently through observation of student demonstrations, discussions, and presentations, written tests, research papers, and projects. Opportunities such as field trips will enhance the students' understanding, curiosity, and appreciation of science in the world around them. Designated instruction in the STEAM Lab will allow students additional time to experience hands-on learning and doing.

### History/Social Studies

ASA Thrive will provide its students with a well-balanced rigorous program based upon the California History- Social Studies Content Standards. The program will provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. Teachers will draw upon anthropology, economics, geography, history, political science, psychology, and sociology to ensure critical thinking skills and content knowledge are appropriately developed. We want to allow students to understand historical facts in addition to common and complex themes throughout history. This will allow students to make connections among their own lives and the past and future. Staff will select an appropriate textbook series along with supplemental supports include historical novels, videos and DVDs, web-based information, CNN Student News, and primary sources. Teachers will expect students to master the key concepts and vocabulary, and will also teach them to analyze primary sources, debate different points of view, and make cause-and- effect connections. Social studies classes will be fast-paced and teachers will work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.

### Enrichment/Non-Core Courses

ASA Thrive recognizes the importance of a well-rounded, holistic education. Offering multiple [enrichment](#) opportunities for students to be engaged in fun, educational, and rigorous learning experiences creates an atmosphere in which students *want* to learn. ASA Thrive will offer a comprehensive [enrichment](#)/non-core curriculum to engage all students.

### Visual and Performing Arts (VAPA)

Visual and Performing Arts will be incorporated throughout the ASA Thrive academic program to aid in students' development of aesthetic appreciation and the skills of creative expression. Students will receive explicit instruction during designated times in Music and Drama. Music instruction will focus on the understanding of musical concepts, including facilitating students in applying connections, relationships, and applications as they creatively express their knowledge and artistic perception. Students will learn to read, notate, and analyze aural information while using the terminology of music across subject areas. Choir will be offered to students at multiple grade levels. Drama instruction will focus on public speaking, collaboration, team building, artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships, and applications. In addition, students will also hold at least one production each school year, creating props, costumes, masks, and sets, as well as the theatrical experience of developing the roles and responsibilities of actors and audiences. Art instruction will take place in the general classroom in order to broaden students' understanding of colors, design, principles, and art appreciation. Creative expression will be strongly encouraged throughout instruction, and students will identify the elements of art in objects in nature, in the environment, and in works of art emphasizing line, color, shape/form, and texture.

### World Language

ASA Thrive is committed to exposing students to a course of relevant, engaging, and comprehensive world language options. Multiple studies show the correlation between foreign language study and performance on standardized tests. A seminal work by Scott Olsen and Lionel Brown showed that, through analysis of over 17,000 students, those who studied a foreign language consistently scored higher on ACT English and mathematics components than did students who did not study a foreign

language.<sup>7</sup> ASA Thrive strives to position students for success by understanding other cultures, developing a marketable skillset, enhancing listening and speaking skills in both a foreign and native language, increasing creativity, and respecting different perspectives. Languages taught by World Language Instructors may include, but is not limited to, Chinese, Spanish, and American Sign Language.

Physical Education

ASA Thrives will have a physical education curriculum that reflects California State Standards and teaches students about a fit and healthy lifestyle. All students will have physical education classes with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum will prepare students for the California FitnessGram Physical Education test, and also teach students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play. A variety of activities will be used to improve physical strength, health, and endurance. Activities will be selected with the goal of developing each student physically, emotionally, and mentally. Some of these include 100 Mile Club, Track Team, Spirit Squad, and Dance Team.

STEAM Lab

The ASA Thrive STEAM Lab will be a makerspace - a collaborative work space that students use for making, learning, exploring and sharing using high tech to no tech tools. Students will be exposed to multiple forms of learning and creating that align to State Standards, especially the Next Generation Science Standards. Standards will be guided by the STEAM Lab teacher to design, create, and master projects that align to relevant classroom learning. Students will be exposed to making podcasts, videos, rockets, architectural renderings and buildings, photography exhibits, and annual STEAM Fair projects. The STEAM Lab will provide hands-on experiences to students in order to develop critical thinking skills, interest in STEAM career fields, collaboration, and planning and editing skills.

Operations, Enrollment, and Calendars

- Pursuant to Education Code section 47607(a)(1), the term of this charter is proposed to start in 2020-21 school year and run through June 2025.
- Grade level configuration for 2020-21 school year through the end of the charter term is currently projected to be TK-8.
- The proposed student to teacher ratio in grades TK-8 is approximately 30:1.

Projected Enrollment

ASA Thrive’s projected enrollment for the first school year under this charter is 810 total students.  
 ASA Thrive may alter its class sizes as necessary to accommodate its educational program.

<u>Grade</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
<u>TK</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>	<u>30</u>
<u>K</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>60</u>	<u>60</u>

<sup>7</sup> Olson, Scott A., and Brown, Lionel K. “The Relation between High School Study of Foreign Languages and ACT English and Mathematics Performance.” *ADFL Bulletin* 23.3 (1992): 47-50. Print.

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<u>3</u>	<u>90</u>	<u>120</u>	<u>120</u>	<u>120</u>	<u>120</u>
<u>4</u>	<u>90</u>	<u>90</u>	<u>120</u>	<u>120</u>	<u>120</u>
<u>5</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>120</u>	<u>120</u>
<u>6</u>	<u>60</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>120</u>
<u>7</u>	<u>60</u>	<u>90</u>	<u>90</u>	<u>90</u>	<u>90</u>
<u>8</u>	<u>60</u>	<u>60</u>	<u>90</u>	<u>90</u>	<u>90</u>
<b>Total</b>	<b>810</b>	<b>900</b>	<b>960</b>	<b>960</b>	<b>960</b>

ASA Thrive may operate a before and after-school childcare service on – site, provided it is consistent with the approved charter. This program is available to parents who must drop students off prior to 15 minutes before school starts, or have a need to pick students up more than 15 minutes after the end of the school day. The program is committed to creating a safe environment that teaches social and academic skills, assists with homework, provides community service opportunities, and engages in physical activities to support the mission and vision of the school.

Instructional Minutes

In California, there are both required and recommended actions regarding courses of study and the instructional time needed to deliver them to elementary and secondary students. In the absence of either the Education Code or a recommendation from the State Board of Education (SBE) and the California Department of Education (CDE), external recommendations from national subject-area associations are given as guidelines.

ASA Thrive will have the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction will be embedded throughout the instructional program. ASA Thrive may utilize the CDE and National Subject-Area Associations’ recommendations for instructional time. The law does not require a specific number of minutes of English Language Development for English Learners (EL) in charter schools.

ASA Thrive students will receive, at a minimum, the number of instructional minutes for the school year as required by Education Code Section 47612.5, as may be amended by the Legislature. ASA Thrive will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction:

- To pupils in kindergarten: 36,000 minutes;
- To pupils in grades 1 to 3, inclusive: 50,400 minutes; and
- To pupils in grades 4 to 8, inclusive: 54,000 minutes.

Projected Calendar and Bell Schedule

Drafts of the school master calendar and bell schedule can be found in the Appendices. Charter Schools are exempt from many instructional guidelines according to Education Code § 47610.

**A Typical ASA Thrive Day**

Every minute of instructional time will be maximized at ASA Thrive. The daily schedule is designed to develop well- rounded students with strong skills in a wide variety of content areas. The schedule is designed to create a well-rounded student, with time for core subject instruction as well as art, music, and physical education which ASA Thrive believes are essential to build upon students’

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natural talents. Additionally, time for explicit instruction of the school's values will be scheduled once a week during a school-wide or classroom-based assembly focusing on character development.

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Students begin arriving at school before 8:00 a.m. and are greeted by an Administrator or other staff members. The school environment allows teachers to be active on campus, monitoring behavior and making connections with students and families. The song of the week will play and signal the line-up procedures at the beginning of the day. Our master schedule is designed to meet the needs of our students. Our curriculum and focus on the State Standards (CCSS, NGSS, and CA content standards) provide a rigorous and well-rounded education. In order to ensure our students are successful, we will incorporate interventions into our daily schedule, including reading and math support and an Advisory period for middle school students. Our Advisory period will allow students to create a one-on-one relationship with their teacher and be a conduit for leadership, character development, self-awareness, goal setting, and conflict resolution.

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In each classroom, students will be taught by a highly qualified teacher that will utilize a variety of instructional techniques to ensure students understand and master the material. Every classroom will be named after a university to remind teachers, students, and families that the time students spend in these classrooms will pave the way for them to attend and graduate from college.

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Students will be grouped into heterogeneous classrooms where teachers utilize differentiated instruction. In addition, teachers will adopt concrete and actionable instructional techniques from professional development sessions that will enable them to focus on student engagement and increasing classroom rigor. Teachers will be expected to use an appropriate mix of direct instruction, cooperative learning and individual student practice for all lessons. Teachers will facilitate collaborative learning environments where high expectations for academic performance are maintained and supported through the use of a variety of instructional strategies, scaffolding and explicit modeling.

Students will be provided with additional opportunities for learning and choice throughout the day. At nutrition break, students will have options to consider to further their learning and development, including sports, reading, board games, and working on STEAM projects. During the lunch break, students will play-first (using some of the nutrition break options listed above) for approximately 20 minutes then will settle in to eat lunch for 20 minutes. Students in grades 1-3 will participate in an afternoon recess. Learning continues after the school bell rings through after-school enrichment programs, tutoring, student-run clubs and competitive sports. Students may be hosting a performance. Parents may be hosting a parent meeting or attending "coffee with the principal" to hear updates about the school, provide feedback and/or attending a parent education workshop.

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All classrooms will be set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own portfolios. Student-created resource materials will be displayed throughout the classroom. Students will be taught how to find answers without always turning to an adult for support in order to become self-aware young people who can self-monitor. Students will regularly interact with their peers in their own classrooms and across grades. Students will participate in performances, have Little or Big Buddies, and collaborate on joint community service projects that incorporate and bring to life their academic lessons in real world application.

### Primary Grades Example

For a first grader, the day will begin with reinforcement of the Wolves Way of the Week through role-playing. The teacher will call the class to the carpet to complete their morning routine, including

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singing songs to identify the days, months, numbers, and weather. Explicit phonics instruction will be first. Students will participate in a phonemic awareness activity such as blending isolated sounds to form spoken words. Following that, students match sounds/phonemes to their corresponding spelling/letter(s). Next, they blend the spellings into decoable words. Immediately after, students are provided the opportunity to apply their decoding in controlled text, first guided and increasingly independently. While students work independently, the teacher will call up small groups of students to work on remediation of previous letter sounds.

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After phonics instruction, students will transition, during the duration of an educational song, to Readers' Workshop. The first-grade teacher will then combine social studies standards into the day's Readers' Workshop. The teacher will complete a 15-minute read aloud from a story focusing on fair play, good sportsmanship, and the "Golden Rule." The teacher will model question and note taking by writing down any questions students have about the story on chart paper. Students will then split into three groups for reading centers. Some students will read self-selected stories at their prescribed reading levels at their desk or in the designated reading spaces. The teacher will meet with a designated group of struggling students, working to review decoding strategies before the group reads the same story. After meeting with that group, the teacher will meet with a group of EL students to focus on phonetic awareness and vocabulary development.

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Math instruction may be centers-based, allowing for scaffolding. Students will complete standards-based activities in small groups to ensure that they receive math instruction that is within their Zone of Proximal Development (ZPD). Students will rotate between direct instruction with the teacher, group practice of the day's objective, and independent practice of the day's objective as well as review and preview through online programs. The online math games will be adaptive to challenge students within their ZPD.

### Middle Grades Example

In middle school, students may begin the school day by watching and discussing the latest edition of CNN Student News. Students will still participate in Readers' Workshop and Writers' Workshop. The learning activities will just be adjusted to reflect student independence. In history, students will analyze primary sources and literary texts. Using virtual reality apps, students will take virtual field trips to historical locales in addition to close reading of historical text. In math, students will apply their knowledge and skills to complex, real-world problems in collaborative groups. Writers' Workshop will focus on structure, genre-based writing, mechanics, revision, and response to writing prompts. Students will participate in debate-like Socratic Seminars, create presentations of their research, and edit one another's essays, while consulting with a teacher. Students will explore essential questions in science and design and implement laboratory experiments to collect data to explore original hypotheses. Across all disciplines, students will become adept at using the CREW framework for argumentative writing (Claim, Reason, Evidence, Warrant). To further effective reading comprehension and writing skills, all students will keep a vocabulary log. Students will be required to compare and contrast, identify overarching themes, show mastery of spiraling skills – especially in mathematics, and self-monitor through the avenue of stations in every subject area.

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### Components of the Daily Schedule

Agenda: Each student in grades 1-8 at ASA Thrive will have an agenda that will be utilized to:

- Assist in developing personal responsibility and accountability;
- Record homework assignment descriptions and due dates;
- Outline project descriptions and due dates; and

- Articulate between teachers and parents regarding student progress and concerns.

Students are provided class time each day to record all information as described above.

**College Readiness:** This targeted intervention program takes place during the school day. Each teacher in grades 3-8 utilizes standardized assessment data, including teacher-created assessments, to create flexible groups from student assessment results, targeting each student’s area(s) of need, thus providing a differentiated, instructional approach for each student in the grade level. All students, regardless of their grade level proficiency, will be determined to have an area of need based on the previously mentioned assessments. The instruction during this time period will target specific ELA or Math concepts. Administration will determine which teachers are best suited for each student group based on a number of factors, including, but not limited to, teacher CAASPP test data and proficiency in particular areas of instruction. As students’ progress in their performance of the targeted strands, they move within the flexible groups to a higher performing group. Students who may struggle to meet grade level expectations may also move within the flexible groups to receive a more individualized approach.

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**The Bridge:** The Bridge Intervention is designed for students who, through multiple measures, have been identified as requiring intensive intervention in either math, reading, or both. Targeted intervention is provided weekly and students are progress monitored to determine effectiveness of interventions.

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**World Language:** World Language is a key component to the uniqueness of our instructional program. ASA Thrive understands the necessity of world language acquisition to position students for 21<sup>st</sup> century career success and prepares students to be globally competent. Languages taught by World Language Instructors may include, but is not limited to, Chinese, Spanish, and American Sign Language.

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**Community Service:** Community service activities and projects will be incorporated within our Common Core and Next Generation Science Standards-based instructional program.

**Technology Instruction:** Technology Instruction includes typing, Internet-based research, and computer program instruction (Microsoft Office, email, Google Drive, etc.). Students will learn to present information using a multimedia format. Students will learn to complete homework, as well as formative and summative assessments, online.

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**Visual And Performing Arts (VAPA):** Visual and Performing Arts are incorporated throughout the ASA Thrive academic program. VAPA includes participation in school performances, dance, choir, band, music, art, and drama to aid in students’ development of aesthetic appreciation and the skills of creative expression.

**STEAM Lab:** Our STEAM Lab will be an integral part of ASA Thrive’s learning experience. The STEAM Lab will be a time and place for students to apply their classroom-based learning to hands-on activities. By utilizing the STEAM lab, students will be provided supplemental instruction with a priority on engineering, technology, and art integration.

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**Addressing the Needs of All Students**

ASA Thrive will acknowledge, celebrate, and develop students of all ability levels. All students will be served in accordance to their needs. ASA Thrive will provide instruction in an inclusive setting to maintain the least restrictive environment. All students will be held to high expectations while being

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provided with appropriate levels of support. We will meet all students' unique learning needs through multi-layered intervention and support services, high expectations, and research-based instructional practices. Differentiation plays an integral role in meeting the needs of diverse learners. A variety of assessments will inform and direct instruction for all students. ASA Thrive will also offer before/after school support as well as designated time during the school day to address the needs of unique learners.

### English Learners

ASA Thrive will meet all applicable legal requirements for English Learners as it pertains to 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. We will implement policies to assure proper placement, evaluation, and communication between parents, students, and counselors regarding EL students and the rights of students and parents.

The home language survey will be given upon a student's initial enrollment into ASA Thrive. All students who indicate that their home language is one other than English and are enrolling at a California public school for the first time will be initially administered the English Language Proficiency Assessments for California (ELPAC) within 30 days of enrollment. Parents shall also be kept properly informed regarding student identification, placement, program options including ELD, teacher qualifications and training, reclassification to fluent English proficient status, our monitoring and evaluating program effectiveness, and standardized testing requirements. Each English Learner with disabilities will be assessed for English proficiency using accommodations and modifications as set out in the IEP or Section 504 plan. ASA Thrive will implement policies to assure proper placement, evaluation, and communication regarding ELs as well as the rights of students and parents.

All EL students will meet at least twice per school year with the Director of Educational Programs to review their progress and coordinate a plan for success. For younger students, parents, the classroom teacher and the Director of Educational Programs will work together to establish a set of benchmarks relevant for each student and their individualized language acquisition needs. Interventions will depend on the student's language skills in their native language, as well as their English comprehension. When feasible, students will have a mentor student with whom they will work to improve their English language acquisition. Peer to peer learning represents a key component of the ASA Thrive's approach to learning. EL students will work with peers and professionals alike to improve their proficiency, while offering their home language knowledge as an example of cultural diversity.

ASA Thrive will implement its EL Master Plan for the support of students requiring academic assistance to meet school curriculum and assessment requirements. The plan shall be reassessed, at a minimum, on an annual basis to measure the effectiveness of the program to meet established goals, and ASA Thrive shall make revisions as required. Instruction will be differentiated to address the needs of English Language Learners, emphasizing the four areas designated by CDE: listening, speaking, reading, and writing.

ASA Thrive will provide high quality professional learning opportunities for all its educators to ensure that every English learner student has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards.

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Professional development will be focused on enhancing teacher’s knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all EL students can meet the CA ELD Standards. All teachers are authorized to teach English Learners and will continue to receive training and support.

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EL students will be served through a variety of programs, including Structured English Immersion and English Language Mainstream, designed to meet their needs. These programs will be built into the school’s master schedule and take place within the school day by staff with the appropriate authorizations.

*English Learner Advisory Committee*

ASA Thrive will establish an English Language Advisory Committee (ELAC) in accordance with California Education Code. This committee will be comprised of parents of EL students. There will be no limit or restriction on the number of parents that can exist at one time. The committee will advise the administration and staff on the program and services for EL students, offer suggestions to the school administration on the most effective ways to ensure regular school attendance, and provide input on how to effectively engage and welcome EL students and their families in all school activities.

*Instruction and Intervention*

ASA Thrive will provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to ASA Thrive’s academic core curriculum. ASA Thrive will follow all applicable laws in serving its EL students, including full inclusion in the classroom, and as needed, small group instruction, and/or individual instructional customization in the classroom, providing instruction to students with beginning to advanced proficiency, up until the time of reclassification.

Based on the number of EL students and their respective proficiency levels, ASA Thrive will provide two types of programs: Structured English Immersion (SEI) and English Language Mainstream (ELM). ASA Thrive will use ELPAC results and criteria to determine the students, if any, who qualify for each program. An EL student will be transferred from SEI to ELM the pupil has acquired a measurable level of English proficiency.

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At ASA Thrive all classes will be conducted in English. For students not proficient in English, the basic form of English language acquisition is through immersion. From the first day of school, EL students will be immersed in English with the language support they need to learn the language. Additionally, this support enables them to develop the grammatical framework and vocabulary needed to become proficient readers and writers. Teachers will be informed on the language level of their students and will work collaboratively to develop standards--aligned lessons that support English language development. ASA Thrive will provide identified students the same instructional activities in literacy as their non-identified peers, along with additional differentiated support based on English proficiency levels.

Teachers will utilize Specially Designed Academic Instruction In English (SDAIE) strategies to facilitate students’ English language development at all grade levels. We will emphasize the importance of supporting English learners in acquiring academic-related skills and knowledge, while at the same time learning English through comprehensible second language input. Rather than

focusing on language development, SDAIE focuses on *content* comprehension. Language is acquired because of the context in which it is contained. Teachers will build vocabulary with their students and have high expectations for success of language acquisition and the concepts.

SDAIE strategies will be used for EL students in order to make grade level academic content understandable and comprehensible while providing English Language Development and promoting literacy. ASA Thrive will engage in the following practices to support universal access of subject matter content for all students:

- Align lesson objectives to California ELD standards to Common Core State Standards;
- Identifying lesson objectives aligned with state and local standards;
- Linking new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension;
- Using controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible;
- Providing students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking;
- Providing students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects;
- Providing students with regular opportunities to use new language skills in context;
- Using KWL charts to preview and review material;
- Utilizing choral reading in the classroom; and
- Pacing lessons appropriately to allow for the participation and active engagement of all students.

ASA Thrive will use the following approach to assist all EL students:

- Identifying student needs through in--depth analysis of ELPAC data, multiple measures, and CAASPP scores;
- Grouping students by English development level and specific needs;
- Providing intensive intervention programs, including The Bridge (targeting ELA/Literacy) and College Readiness (targeting specific reporting strands in ELA/Literacy);
- Using directed, structured, and research-based instruction utilizing programs for emergent readers and speakers and intensive language acquisition programs;
- Implementing structured, targeted, and rigorous standards-based instruction; and
- Monitoring student progress through informal observations and formal assessments.

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ASA Thrive will continually monitor the effectiveness of instruction and intervention and provide updates to the ELAC and greater community. Information used to assess the quality of the EL program shall include:

- The progress of EL students towards proficiency in English;
- The number of EL students reclassified as fluent English proficient;
- The number of EL students who are or at risk of being classified as long-term English learners (LTEL); and
- The achievement of EL students on CAASPP and other standardized tests.

#### Reclassification Procedures

ASA Thrive will annually reclassify English Learner students based on multiple criteria. To be reclassified, ASA Thrive will use the following criteria:

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state’s English language proficiency assessment (ELPAC);
2. Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery;
3. Parent/guardian opinion and consultation; and
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level.

Reclassification of ELs who are students with disabilities is based on multiple criteria. The IEP team may address the individual needs of each EL with a disability, using multiple criteria in concert with the four reclassification criteria listed above. Specifically, ASA Thrive may consider the following when reclassifying EL students with disabilities:

1. Assessment of English language proficiency using an objective assessment, including but not limited to the ELPAC. An alternate assessment may be used to measure the student’s English language proficiency on any or all four domains in which the student cannot be assessed using the ELPAC.
2. Use the student’s classroom performance information that is based on the student’s IEP goals for academic performance and ELD.
3. Parent/guardian opinion and consultation; and
4. The IEP team should specify in the student’s IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment for English language arts). The IEP team may consider using other assessments that are valid and reliable and designed to compare the basic skills of ELs with disabilities to native speakers of English with similar disabilities to determine whether the EL with disabilities has sufficiently mastered the basic skills for reclassification consideration.

**Deleted:** To be reclassified, the student must score Early Advanced or Advanced (with no sub--skills scoring less than Intermediate in reading, writing, language, and speaking) on the ELPAC, meet the state requirements on state mandated assessments (CAASPP), meet observation criteria from classroom teacher, and receive a 3 or better on a 4--point writing assessment to be sufficiently fluent in oral and written English. In addition, parents must be involved in consultation and approve the reclassification.

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### Socioeconomically Disadvantaged Students

ASA Thrive seeks to serve a population that is reflective of the community, including students who are socioeconomically disadvantaged. We believe in high expectations for each of our students regardless of background. ASA Thrive will provide the structural, programmatic, and curricular elements that enable teachers to bridge their students’ academic gaps and demonstrate strong academic achievement at all grade levels- regardless of socio-economic status. Instructional methods and educational components at ASA Thrive are designed to address the needs of this population. Support systems for students from socioeconomically disadvantaged situations begin with identifying at risk populations. Socioeconomically disadvantaged students will be identified through their participation in the Free and Reduced Lunch program and those families who request support based on their needs. ASA Thrive will provide these students with the necessary tools to succeed, which may include access to meals, school materials, clothing, tutoring, technology, and the before/after school program if needed.

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Furthermore, the emotional and physical needs of these students will be met through ASA Thrive’s emphasis on social-emotional learning, and their classroom teacher’s support system. In these settings, students will discuss study skills, coping mechanisms, academic concerns, peer issues, and expectations. ASA Thrive will openly communicate with socioeconomically disadvantaged families, to ensure, a constant flow of information to support each child in their academic and social pursuits, including, but not limited to, joining on campus clubs or interacting with classmates from different socioeconomic and/or cultural backgrounds.

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The appropriate personnel will be designated oversee the support system for socioeconomically disadvantaged students and will be responsible for coordinating services with the classroom teacher, administrators, and any other relevant parties to promote the student’s health, well-being and academic success. In collaboration with teachers, staff will monitor the progress of socioeconomically disadvantaged students through their scores on standardized tests, coursework, and teacher evaluations of academic and social-emotional issues.

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Student experiences will be enriched through field trips, cultural presentations non-core courses, extracurricular activities, and parent workshops. ASA Thrive will expose all students to multiple enrichment opportunities both during and after school. Emphasis will also be placed on learning the intangible social skills and cultural capital that parents and students must acquire in order to compete in the job and educational arenas. Parents will be encouraged to interact with their child’s teacher and the school administration to further their child’s educational goals and opportunities.

Care will be taken with each student and family to assure that the student is receiving nutritious meals and that there is access to health care, if needed. The school will make social service agency referrals for such needs as mental health services. Our teachers and staff will also receive training on recognizing symptoms and behaviors indicative of a child’s need for additional supports, including issues relating to hunger, extreme poverty, and individual families’ challenges to meet their child’s needs.

### Gifted and Talented Students

ASA Thrive, is committed to providing support to students who have been identified as “Gifted and Talented” through a process of assessment, specifically the Otis-Lennon School Ability Test (OLSAT 8.) The OLSAT 8 assessment measures reasoning skills with several different types of verbal, non-verbal, figural and quantitative reasoning questions. GATE students, grades 3-8 will be offered unique learning experiences that focus both on academic rigor and the social-emotional needs of the students. Support will be provided through best practice teaching strategies including a variety of methodologies and the Common Core State Standards. The goal of the GATE program is to not only identify and meet the learning styles and modalities of all students, but to also empower children to think, create and explore as they strive to successfully meet or exceed the State Standards. ASA Thrive staff will be provided training that includes current research, planning guides, sample lessons and curricular objectives as part of on-going staff development plan throughout the year.

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The identification process will be determined via two actions: (1) All students in grade 3 will be offered the opportunity for assessment by the end of the second trimester. (2) Students in grades 4-7 will begin the process with a referral from the classroom teacher or parent written request and will also be assessed by the end of the second trimester.

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A Permission to Assess form will be provided to all students grades 3-7. Once assessment has been concluded, parents will be provided results and possible identification during the third trimester via email. Parents will then be given the opportunity to choose to include or deny their child’s participation in the ASA Thrive GATE program beginning in trimester one of the ensuing school year. In the event a student is identified and parent Permission to Participate has been acquired, these documents will also be included in the student’s Cumulative record file.

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As a course of differentiation, GATE students will be given complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum in lieu of standard classwork. These assignments may include virtual lesson extensions, more in-depth explanations, further articles and information on topics, material requiring a higher reading level and more complex additional problem sets.

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### Students Achieving Above Grade Level

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ASA Thrive’s curriculum and instruction will provide the appropriate differentiated instruction for students of varying ability levels. While we anticipate that most students’ needs are addressed by the wide variety of school-wide supports already in place, ASA Thrive is committed to working with students who are performing above grade level to help them achieve at expected levels and continuously grow and be challenged. A combination of teacher reporting, test scores, academic benchmarks and developmentally appropriate milestones will be used to assess whether a student is deemed academically high achieving.

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All students at ASA Thrive will be valued for their individualism and their interests and passions will be cultivated. Teachers will work together to develop drive students’ academic achievement and address their learning profiles and specific talents. The staff will be trained to identify students who are academically high achieving and ways to best support them. Students found to be achieving above grade level will have an opportunity to excel through differentiated instruction in the classroom and STEAM Lab projects. Flexible grouping will allow more appropriate, advanced and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of students above grade level.

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**Students Achieving Below Grade Level**

While most students’ needs will be met by the wide variety of school-wide core supports, ASA Thrive is committed to supporting students who are achieving below grade level to help them achieve at high levels. Support systems for academically low-achieving students are modeled after the Multi-Tiered System of Support (MTSS) framework. In addition to aligning ASA Thrive’s systems and resources for ALL students, the MTSS’s framework guides the identification of students requiring more intensive support as well as the interventions and monitoring processes that help students learn at high levels.

~~Deleted:~~ GATE students will be given complementary assignments that challenge their thinking, while adding greater depth and complexity to the curriculum. These assignments will include virtual lesson extensions, more in-depth explanations, further articles and information on topics, material requiring a higher reading level and more complex additional problem sets.¶

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Teachers will receive extensive training on effective intervention strategies targeted towards the areas of greatest need. ASA Thrive will monitor the progress of students at-risk through implementation of its data-driven systems. As assessment data is collected and analyzed, there will be ongoing dialogue with teachers, parents, and administration at the school regarding student progress.

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Learning needs of students who are not appearing to make adequate progress in an area will be identified through a universal screening process that includes multiple measures. Appropriate interventions will be discussed and implemented in the classroom as needed. Students requiring more intensive interventions will be provided small group and possibly one:one intervention. Below are possible actions to address the needs of students not appearing to make adequate progress in mastering the grade level skills and knowledge:

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- Small group clustering and reteaching;
- Differentiated materials or strategies;
- Tutoring (from a teacher or peers);
- Visual aids and graphic organizers;
- Pre-teaching;
- Extended time;
- *The Bridge*;
- *College Readiness*; and
- Research-based intervention programs, such as SIPPS or DreamBox Learning®.

Ensuring the emotional well-being of these students will be key in order to prevent further downward pressure on their performance. Parents will be invited to meet with their students’ teachers for



additional information, counseling and support to help their children succeed. Students needing additional support may also be referred to the Student Success Team (SST) process in order to further analyze the factors that may be contributing to their slower progress. The team will include the teacher, parent, SST coordinator, and any other staff member (health technician, school psychologist, etc.) involved with the student's progress to determine how best to assist the student. The group decides on an action plan, a timeframe, and a date to reconvene to review progress. Student Success Teams will revisit student progress and implementation of modifications to determine their effectiveness.

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In the event that struggling students fail to make satisfactory academic progress despite receiving interventions, and having exhausted all general education supports, the SST team may decide to refer the student for special education assessment, a 504 Plan, and/or reexamine a student's English Learner status.

### Students with Disabilities

ASA Thrive recognizes its responsibility to enroll and support students with disabilities who can benefit from its program and who otherwise qualify for enrollment and pledges to seek membership in and work in cooperation with a SELPA to ensure that a free, appropriate education is provided to all students with exceptional needs. ASA Thrive will comply with all applicable state and federal laws in serving students with disabilities including, but not limited to, the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Americans with Disabilities Act (ADA).

Moved down [1]: Promotion Requirements

ASA Thrive will adopt a written Pupil Promotion and Retention (PPR) policy, consistent with EC Section 48070.5(b).

To be considered for promotion to the next grade level, each student must meet rigorous annual academic standards. Instruction will accommodate the varying interests and growth patterns of individual students as well as the variety of ways that students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

ASA Thrive will implement a collaborative model between special and general education teachers. Special education teachers will, when appropriate, work in regular classrooms to provide additional support for students with disabilities. The Special Education program at ASA Thrive is known as The Think Tank. ASA Thrive believes in the empowerment of all students, but especially those with disabilities. Rebranding our Special Education program The Think Tank places a positive connotation on the word, the classification, and the program. The Think Tank will be run as an inclusion model, utilizing collaborative/co-teaching methodology through the IEP team decision-making process.

School administration will identify students who are at-risk of being retained as early as possible in the school year. Students who should be retained or are at risk of being retained will be identified on the basis of multiple measures, including but not limited to teacher and school assessments, grades, CAASPP scores, and other contributing factors. CAASPP summative test score results will not be the exclusive criterion for promotion or retention, pursuant to EC Section 60648. ASA Thrive will provide a large number of supports and interventions to students at risk of not being promoted. There will be frequent, ongoing communication between staff, students, and families so all stakeholders are aware of students' progress toward promotion. ASA Thrive may retain or promote a student without parent or guardian approval. Parents may appeal the decision to the Board of Directors.

Pursuant to Education Code section 47641, ASA Thrive shall participate as a local educational agency in a special education plan approved by the State Board of Education and shall be deemed a fully independent LEA for special education purposes with all of the rights and responsibilities of LEAs under applicable law. ASA Thrive administration shall comply with applicable law and the published policies of the SELPA of which it is a member.

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ASA Thrive will comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and will utilize appropriate SELPA forms. ASA Thrive may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors. All Special Education services at ASA Thrive will be delivered by individuals or agencies qualified to provide Special Education services as required by California's Education Code and the IDEIA.

ASA Thrive will be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by ASA Thrive will be accessible for all students with disabilities.

In accordance with state and federal law, all students with disabilities will be fully integrated into the programs of ASA Thrive, with necessary materials, services, and equipment to support their learning.

The school will ensure that any student with a disability attending ASA Thrive is properly identified, assessed and provided with necessary services and support.

ASA Thrive will meet all the requirements mandated within a student's Individualized Education Program (IEP). The school will seek to include all students in the general education setting to the maximum extent appropriate according to their IEPs. However, if the student's needs, as documented on the IEP, require a program other than inclusion, the school may work with the school district, County Office of Education, and/or its SELPA to provide appropriate placement and services.

ASA Thrive will administer all aspects of IEPs to enable students with disabilities to be successful, including the appropriate classroom modifications, strategies, and techniques.

#### Identification and Referral

ASA Thrive understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability. A student shall be referred for special educational instruction and services only after the resources of the regular education program through the SST process have been considered and used where appropriate. The SST team will identify a brief reason for the referral and a description of the regular program resources that were used for the student. A possible exception to this protocol would be students with severe disabilities for whom the SST process would delay obviously needed Special Education services. Parent notification and request for special education testing and evaluation will trigger legal timelines, and ASA Thrive will follow all legal and SELPA mandates for a timely response.

ASA Thrive shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability, including complying with Child Find laws and policies.

#### Evaluation

As an LEA member of a SELPA, ASA Thrive will be responsible for all practices related to the assessment of students for Special Education services in accordance with SELPA policy and applicable law. Before the initial provision of special education and related services to a student with a disability, the District shall conduct a full and individual initial evaluation of the student. ASA Thrive will determine what assessments, if any, are necessary and will arrange for such assessments for referred or eligible students in accordance with the SELPA's general practice and procedure and applicable law. Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. ASA Thrive will obtain parent/guardian consent to assess its students.

ASA Thrive will provide a proposed evaluation plan within 15 days of the initial referral or request. This 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed plan will include the information deemed necessary in accordance with the SELPA's general practice and procedure and applicable law. The parent(s)/guardian(s) shall have at least 15 days to decide whether or not to consent to the initial evaluation after receiving the proposed evaluation plan. The assessment will be completed and an Individualized Education Program (IEP) meeting will be held within 60 days of receipt of the parent's written consent for assessment.

ASA Thrive will utilize a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. Other information used to make the determination as to whether the student is a student with a disability includes parent evaluation and information, assessment data, and teacher and staff observations. The evaluation shall not use any single measure or assessment as the sole determinant of whether a student is a student with a disability or the appropriate educational program for the student.

#### Placement of New Students

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If a student enrolls at ASA Thrive with an existing IEP, ASA Thrive will notify the SELPA (where applicable according to SELPA policy) within 5 days. An IEP meeting will be convened within 30 days to review the student's existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, ASA Thrive will work with the SELPA to implement the existing IEP at ASA Thrive or as otherwise agreed to by the parent/guardian.

ASA Thrive will comply with Education Code Section 56325 and paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code with regard to students transferring into ASA Thrive within the academic school year.

#### IEP Development

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for Special Education services. ASA Thrive staff will ensure that all aspects of the IEP will be implemented and maintained. ASA Thrive teachers and support staff will provide modifications and/or accommodations as outlined within each individual's IEP within the general education environment. Students at the school who have IEPs will be served in the least restrictive environment (LRE). The IEP team will include the following members:

- The parents or guardians of the student for whom the IEP is being developed;
- The student, if appropriate;
- The Principal, or designee;
- At least one special education teacher;
- The General Education teacher most familiar with the student;
- If the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and
- Others familiar with the student may be invited as needed.

A copy of the IEP will be given to the parents/guardians in accordance with state laws and SELPA policy. Upon the parents'/guardians' written consent, the IEP will be implemented by ASA Thrive staff and/or contracted NPAS. All IEP goals and services will be linguistically appropriate, as per Education Code Section 56345(b). Programs, services and placements will be provided to all eligible ASA Thrive students in accordance with the policies, procedures and requirements of state and federal law and SELPA. As an LEA and member of a SELPA, ASA Thrive's Think Tank staff plans to use an online IEP software program adopted by its SELPA for to facilitate IEP development, oversight, and management.

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IEP meetings will be held 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, within 30 days of a

parent's/guardian's request for an IEP, when an Individual Transition Plan (ITP) is required at the appropriate age, and if/when ASA Thrive seeks to suspend or remove the student for a period of ten (10) days or more for the same behavior, in order to determine if the student's misconduct was a manifestation of his/her disability.

ASA Thrive will provide the parent(s)/guardian(s) with timely reports on the student's progress toward meeting annual goals and whether each student is expected to meet their annual goals as provided in the student's IEP at least as frequently as report cards are provided for ASA Thrive's students who do not receive education services.

#### *Non-Public Placements/Non-Public Agencies*

As an LEA and member of a SELPA, ASA Thrive will be responsible for selecting, contracting with, and overseeing the services provided to ASA Thrive students by all non-public schools and non-public agencies in accordance with applicable law and SELPA policy.

#### *Professional Development for ASA Thrive Staff*

The Principal, general and Think Tank teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal Special Education laws, including those sponsored by the SELPA. ASA Thrive also intends to seek professional development opportunities for staff through trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

#### *Reporting*

ASA Thrive, in collaboration with SELPA, will collect and maintain all information on disabled students as required by IDEIA.

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of ASA Thrive's Principal, or designee. The Principal, or designee, will ensure that a central file with all Special Education evaluation material and IEPs is maintained and that this file is locked and confidential, in accordance with IDEIA guidelines. The Principal, or designee, will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

#### *Procedural Safeguards*

Parents/guardians of a student with an IEP at ASA Thrive must give written consent for the evaluation and placement of their child, be included in the decision-making process when there is a change in placement under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within 5 days, after which a meeting between the parents/guardians and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents/guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child. Parents also have the right to file a complaint with the District and/or the California Department of Education.

The school will provide the parents/guardians with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. ASA Thrive will utilize the Notice of Procedural Safeguards used by the SELPA.

#### Due Process Hearings

ASA Thrive may initiate a due process hearing or request for mediation with respect to an enrolled student. In the event that the parents/guardians file for a due process hearing, or request mediation, ASA Thrive will work to defend the case. In the event that it is determined that legal representation is needed, ASA Thrive will be represented by legal counsel of its choosing. ASA Thrive understands that it has sole discretion to settle any matter in mediation or due process. ASA Thrive will also have sole discretion to file an appeal from a due process hearing or take other legal action involving any ASA Thrive student necessary to protect its rights. As an LEA and member of a SELPA, ASA Thrive acts as an autonomous LEA with all of the legal rights and responsibilities as they relate to SELPA membership, representation, participation, and adherence to applicable laws and SELPA policy.

#### Section 504 of the Rehabilitation Act

ASA Thrive believes that all children, including children with disabilities, should have an opportunity to learn in a safe and nurturing environment. ASA Thrive will ensure that qualified students with a disability be provided an equal opportunity to participate in any and all programs of ASA Thrive, including non-core courses, extracurricular activities, field trips, sports and clubs, and other non-academic programs. Qualified students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met.

The Director of Educational Programs will serve as the 504 Coordinator. A parent/guardian, teacher, staff member, or community agency may refer a student to the 504 Coordinator for identification as a student with a disability under Section 504. If an evaluation is determined necessary, the Director of Educational Programs will assemble a 504 team that includes the parent(s)/guardians(s), the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records including academic, social and behavioral records, and will be responsible for making a determination as to whether an evaluation for 504 services is appropriate.

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 eligible, the team will meet to develop a written 504 services plan to specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives a Free Appropriate Public Education (FAPE).

#### Promotion Requirements

ASA Thrive will adopt a written Pupil Promotion and Retention (PPR) policy, consistent with EC Section 48070.5(b).

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To be considered for promotion to the next grade level, each student must meet rigorous annual academic standards. Instruction will accommodate the varying interests and growth patterns of individual students as well as the variety of ways that students learn and include strategies for addressing academic deficiencies when needed. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

School administration will identify students who are at-risk of being retained as early as possible in the school year. Students who should be retained or are at risk of being retained will be identified on the basis of multiple measures, including but not limited to teacher and school assessments, grades, CAASPP scores, and other contributing factors. CAASPP summative test score results will not be the exclusive criterion for promotion or retention, pursuant to EC Section 60648. ASA Thrive will provide a large number of supports and interventions to students at risk of not being promoted. There will be frequent, ongoing communication between staff, students, and families so all stakeholders are aware of students' progress toward promotion.

ASA Thrive may retain or promote a student without parent or guardian approval. Parents may appeal the decision to the Board of Directors.

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## ELEMENT 2

### Measurable Student Outcomes

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

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### ELEMENT 3

#### Method By Which Student Outcomes Will Be Measured

*“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.” Education Code § 47605(b)(5)(C)*

ASA Thrive is committed to growth for all students toward mastery of the Common Core and Next Generation Science Standards, with a special emphasis on increasing mastery for low-performing students and those in targeted pupil groups. ASA Thrive will maintain a growth pattern school wide and for numerically significant student groups that places its achievement outcomes on state tests at least equal to those of the schools of residence for attending students.

Subject-matter outcomes align with state accountability measures, including the 8 state priorities that inform LCAP goals, as well as local priorities informed by continuous soliciting stakeholder input.

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#### Assessments

ASA Thrive shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Using the State Standards, ASA Thrive will clearly define what students should know in each core subject at each grade/course level. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress. ASA uses Webb’s Depth of Knowledge Framework in order to ensure alignment between the cognitive demands articulated in the standards, instruction, and assessment.

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ASA Thrive’s proposed assessment system is further described in the table on the following page:



Assessment	When Administered	Purpose
CAASPP	Spring	Measure overall program
California Science Test (CAST) / Next Generation Science Standards (NGSS) Assessment in Science	Spring	Assess student proficiency in Science Standards in grades 5 & 8
English Language Proficiency Assessments for California (ELPAC)	Fall – (Annual) in accordance with state guidelines  (Initial identification) Within 30 days of enrollment	Assess student English proficiency in reading, writing, listening and speaking, at all grade levels.
California Physical Fitness Test (PFT)	Spring	Assess student physical fitness in grades 5 and 7
Interim assessments in ELA/Literacy and Mathematics	1 <sup>st</sup> – Fall 2 <sup>nd</sup> – Spring	Gauge student progress towards career and college readiness and identify strengths and areas of remediation.
Ongoing classroom teacher assessments	Daily, weekly, monthly	Provide formative data to guide instruction, intervention, and enrichment

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Aggregated data and results will be made available to the parents and the community at large, while protecting student privacy and removing any identifying information. Individual test scores will be sent home. ASA Thrive’s Dashboard profile and other pertinent data will be posted on the school’s website. Parents will be encouraged to support their student’s development based on the data.

**Pupil Outcomes**

ASA Thrive commits to a rigorous focus on academic standards in all subject areas. ASA Thrive’s paramount objective will be to develop self-motivated, competent, and lifelong learners. To accomplish this goal, students will need to be able to assess and evaluate their own learning. Throughout ASA Thrive’s program, students will be encouraged to take a more active and consistent role in evaluating their learning and setting their own goals for achievement. In doing so, students will monitor their academic growth from the results received through administered assessments. Teachers will work collaboratively in developing rubrics to further this process. Students will be expected to meet or exceed the Common Core and Next Generation Science Standards in the following areas as described on the subsequent pages:

SUBJECT	MEASURABLE OUTCOMES	ASSESSMENT TOOLS
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English Language Arts	All students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with a broad range of <u>informational and literary text.</u>	<ul style="list-style-type: none"> <li>- Standardized tests, including CAASPP</li> <li>- Teacher observation</li> <li>- <del>Universal screening assessments</del></li> <li>- <del>Progress monitoring assessments</del></li> <li>- <del>Diagnostic assessments,</del></li> <li>- Performance tasks</li> <li>- Standards-based interim assessments</li> </ul>
English Language Development	English Learner students demonstrate improved understanding and use of the English language in reading, writing, speaking and listening skills appropriate to academic and social settings at their grade level.	<ul style="list-style-type: none"> <li>- Standardized tests (CAASPP, ELPAC)</li> <li>- Standards-Based Interim Assessments</li> <li>- Teacher observation</li> </ul>
Mathematics	All students master computational and procedural skills, develop conceptual understanding, understand grade level terminology, develop math reasoning skills, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry)	<ul style="list-style-type: none"> <li>- Standardized tests, including CAASPP</li> <li>- <del>Teacher observation</del></li> <li>- <del>Universal screening assessments</del></li> <li>- <del>Progress monitoring assessments</del></li> <li>- <del>Diagnostic assessments,</del></li> <li>- Performance tasks</li> <li>- Standards-based interim assessments</li> </ul>
History/Social Studies	All students demonstrate research skills related to chronological and spatial thinking, ability to analyze non-fiction texts, understanding and ability to use evidence and point of view, and possess core knowledge about U.S. and world history and geography, civics, and economics as well as understand the past and its relationship to the present.	<ul style="list-style-type: none"> <li>- Teacher observation</li> <li>- Performance tasks</li> <li>- Standards-based assessments</li> </ul>
Science	All students develop and ask meaningful questions and conduct careful investigations to test a hypothesis, select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed, analyze and interpret data to determine similarities and differences in findings, write an investigation report and possess core knowledge in the crosscutting concepts and disciplinary core ideas.	<ul style="list-style-type: none"> <li>- Standardized tests, including CAST</li> <li>- Teacher observation</li> <li>- Performance tasks</li> <li>- Standards-based interim assessments</li> </ul>

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World Language	All students read, write, speak (or sign) and comprehend a world language to a basic level.	<ul style="list-style-type: none"> <li>- Teacher observation</li> <li>- Performance tasks</li> <li>- Standards-based assessments</li> </ul>
Visual and Performing Arts	All students are familiar with and appreciate various visual and performing art mediums	<ul style="list-style-type: none"> <li>- Teacher observation</li> <li>- Performance tasks</li> <li>- Performances</li> <li>- Standards-based assessments</li> </ul>
Physical/Health Education	All students understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills	<ul style="list-style-type: none"> <li>- CA Physical Fitness Test</li> <li>- Teacher observation</li> <li>- Performance tasks</li> </ul>

Transitional Kindergarten (TK) students will be exposed to the Common Core and Next Generation Science Standards using developmentally appropriate instruction. Learning experiences will also include experimental and hands-on activities in real-context. TK students will be assessed using observations in different context throughout their daily routine and teacher data gathered from independent explorations as well as collaborative works with peers and adults. Additional strategies will be used to determine what students know and can do.

**Data as Driver**

The use of data is fundamental to the culture of ASA Thrive in all areas. It is vitally important in informing the instructional program to ensure that we are fulfilling the mission and vision for all students. Assessment data is used in implementing the Local Control Accountability Plan to meet yearly growth goals. ASA Thrive will continue to use a Student Information System (SIS) that has the capacity to create a variety of reports on student achievement, including disaggregated data by content standard, student subgroup, grade-level, and classroom. The staff will continue to be trained on how to interpret standardized test data and engage in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative data trends. The California Department of Education (CDE) website and Dashboard will be utilized to gather data on subgroup performance. Staff track and analyze scores of each represented subgroup to ensure growth targets are met each year and the gap between the highest and lowest performing subgroups is decreasing.

Data will inform and drive instruction. Data includes performance on standardized test scores, on teacher or departmentally generated assessments (including but not limited to informal and formal; formative and summative; essays, quizzes, tests, classwork, projects and presentations) and teacher observation. This use of data is integral to continual improvement of ASA Thrive’s educational program and operations. Furthermore, data helps address the needs of various subgroups by indicating their performance and areas for growth.

The variety of assessment tools below are used to inform student progress throughout the school year. Formative assessment plays an integral role in education, specifically as students

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work toward mastery of state standards. Through such practices as putting daily objectives and relevant state standards on the board, teachers ensure that students consistently refer back to the goal for the day and work toward mastery.

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Data Source	Frequency	Purpose
Teacher observations	Weekly	To measure effectiveness of instruction. Data is used to inform professional development needs.
Student case studies	Selected students reflecting low and high achievement.	To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.
Calibration of student work using rubrics and benchmarks	Ongoing professional development	Using rubrics and benchmarks to calibrate teacher assessments of student work projects
Analysis of parent and student surveys	Every <u>Trimester</u> ,	To measure the degree to which parents and students are satisfied that our school is meeting our mission and vision

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**School Accountability Report Card**

ASA Thrive will collect annual data from the assessments and utilize the data to identify areas of needed improvement in the educational program. The School Accountability Report Card (SARC) will continue to be updated annually, and will be made available on the school’s website. An annual performance report will be submitted to the state based upon the data compiled and developed by ASA Thrive’s administration.

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**Eight State Priorities**

Pursuant to Education Code Section 47605(b)(5)(A)(ii), ASA Thrive’s annual goals to be achieved schoolwide will be based on the following eight state priorities:

1. Basic Services
2. Implementation of State Standards
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Student Performance

ASA Thrive will adopt and implement a Local Control and Accountability Plan (LCAP) on an annual basis pursuant to Education Code Section 47606.5. ASA Thrive will comply with all elements of the LCAP pursuant to regulations and a template adopted by the State Board of Education, and reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter.

ASA Thrive will have clearly defined school wide goals in compliance with California Education Code sections 47605(b)(5)(B) and 52060(d). As mentioned below, “all students” include

Students with Disabilities, numerically significant student subgroups, English Learners, Foster Youth, etc., as applicable to ASA Thrive pursuant to Education Code Section 47607(a)(3)(B).

ASA Thrive will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and/or federal standards (including Common Core) and reflect proficiency measures required by the selected assessments, as well as applicable state priorities detailed in California Education Code 52060(d) that apply for grade levels served, or the nature of the program operated, by ASA Thrive. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be identified as one that meets both the following criteria from California Education Code 47607(a)(3)(B):

1. The subgroup consists of at least thirty (30) pupils each of whom has a valid test score.
2. For a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least fifteen (15) pupils. (Ed. Code 52052(a)(3).)

The following charts delineate ASA Thrive’s schoolwide and subgroup outcome goals and performance targets aligned to the state’s priorities that apply for the grade levels served, or the nature of the program operated, by ASA Thrive and methods for measuring progress, all aligned with the state’s priorities defined in California Education Code 52060(d). As the state refines new school performance measures (e.g., CAASPP), and finalizes/updates the format for the LCAP as applicable to charter schools, ASA Thrive will ensure that it creates and updates its plans and goals accordingly. Actions intended to ensure that ASA Thrive meets these goals and targets are delineated throughout this charter petition. See the following charts for LCAP-aligned goals, measurable outcomes, and actions, their corresponding assessments, and the personnel responsible for their implementation.

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<p><u>Goal 1: All students will experience a rigorous STEAM-aligned, standards-based curriculum delivered by highly qualified staff that will lead to demonstrated growth as measured by site, state, and federal assessments.</u></p>
<p><u>Related State Priorities:</u>  <u>1. Basic Services; 2. Implementation of State Standards; 4. Student Achievement; 7. Course Access; 8. Student Performance</u></p>
<p><u>Local Priorities:</u>  <u>STEAM Education</u></p>
<p><u>Measurable Outcomes:</u></p> <ul style="list-style-type: none"> <li>● <u>Continue to staff credentialed teachers in core content areas.</u></li> <li>● <u>Maintain a student to web-enabled device ratio of 1:1.</u></li> <li>● <u>All students will gain academic content knowledge through the implementation of CCSS and NGSS.</u></li> <li>● <u>Eligible students participate in tiered interventions.</u></li> <li>● <u>ASA Thrive students will achieve comparable results of the comparison public schools on CAASPP, CAST, and PFT</u></li> <li>● <u>English Learners progress towards proficiency as measured by the ELPAC.</u></li> <li>● <u>All students will enroll in core and non-core subject areas at all grade levels, including STEAM, World Language and Music/Drama.</u></li> <li>● <u>Using technology, all students will research, publish, and present in core and STEAM Lab.</u></li> </ul>
<p><u>Actions:</u></p> <ul style="list-style-type: none"> <li>● <u>Comprehensive hiring and interview process</u></li> <li>● <u>Materials purchased will be aligned to State Standards</u></li> </ul>

- Provide devices to ensure access to instructional materials at school and home
- Provide intervention, enrichment, and standards-aligned instruction with standards-aligned materials
- Enroll students in interventions both during and before/after school
- Provide internal professional development on ELD Standards and Instruction
- Design schedule to ensure all students receive access to core and non-core subject courses.
- Principal, Assistant Principal, and/or Director of Ed Programs conduct weekly classroom observations, including teacher feedback

Goal 2: Allegiance STEAM Academy Thrive will provide stakeholders access to real-time relevant information regarding school operations, finances, governance and student learning.

Related State Priorities:  
3. Parental Involvement

Local Priorities:  
Community Involvement

- Measurable Outcomes:
- Host a minimum of two stakeholder events/activities per trimester
  - Use stakeholder input to plan community and stakeholder events
  - Host parent information meetings on a monthly basis
  - Conduct one stakeholder survey per trimester; conduct 2 student surveys per year

- Actions:
- Schedule and host parent events (2/trimester)
  - Host parent information nights on pertinent topics and provide ongoing written communication and resources
  - Collect Survey Data at a minimum of once per trimester
  - Hold SSC and LCAP Stakeholder Meetings, separately

Goal 3: Allegiance STEAM Academy Thrive will provide a school environment which fosters physical and emotional security and focuses the school climate on creating opportunities for students to take risks to gain the skills required in the STEAM fields.

Related State Priorities:  
5. Pupil engagement; 6. School Climate

Local Priorities:  
Safe School Environment

- Measurable Outcomes:
- Minimum attendance rate of 97%
  - Minimum rate of student-reported safety and support of 95%
  - Minimum rate of parent-reported safety and support of 95%
  - Maximum suspension rate of 1%

- Actions:
- Adhere to attendance notification practice including home contact, excessive absences/tardies and SARB process
  - Implement school-wide attendance recognition and incentive program
  - Conduct A Fall and Spring School Climate Survey for Students
  - Provide teachers and staff training on Social Emotional Learning

## ELEMENT 4

### Governance

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

### Organization Description

ASA Thrive will **remain** a direct-funded independent charter school operated by Allegiance STEAM Academy, a California nonprofit Public Benefit Corporation pursuant to California law. ASA-Thrive will operate autonomously from the District. Members of the Allegiance STEAM Academy Board of Directors and school employees will comply with the applicable ethics and conflict of interest standards set forth in federal and state laws, including the California Corporations Code for nonprofit corporations as well as the Political Reform Act and the organization’s Conflict of Interest Code, the organization’s anti-nepotism policy, and all other applicable conflict of interest and ethics rules, policies and standards.

Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of ASA Thrive, operated by Allegiance STEAM Academy, a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by ASA Thrive as long as the District has complied with all oversight responsibilities required by law.

### Governance Structure

Allegiance STEAM Academy is a nonprofit public benefit corporation governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, which are consistent with the terms of this charter. Allegiance STEAM Academy maintains Articles of Incorporation with the California Secretary of State and has tax-exempt status from both the State of California and the IRS.

### Board of Directors

By law, the governing body for ASA Thrive is the Allegiance STEAM Academy Board of Directors. The Allegiance STEAM Academy Board will **continue to** be comprised of community members. The number of directors shall be no less than three (3) and no more than five (5), unless changed by amendments to the bylaws. ASA Thrive believes in local control. **As such, at least three (3) members of the Board of Directors, regardless of the total number of Directors, must be parents of currently enrolled students.**

Allegiance STEAM Academy reserves the right to expand the number of seats on the Board of Directors at its sole discretion at any time in the future. The governing board of a school district that grants a charter for the establishment of a charter school formed and organized pursuant to Education Code section 47600 *et seq.* shall be entitled to a single representative on the Board of Directors, pursuant to Education Code section 47604(b).

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### Achievement Goal #2: Implementation of State Standards

**Implementation of State Standards** addresses:  
The implementation of state board adopted academic content and performance standards for all students, which are:  
English Language Arts – Common Core State Standards (CCSS) for English Language Arts  
Mathematics – CCSS for Mathematics  
English Language Development (ELD)  
Career Technical Education  
Health Education Content Standards  
History-Social Science  
Model School Library Standards  
Physical Education Model Content Standards  
Next Generation Science Standards  
Visual and Performing Arts  
World Language; and  
How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. ... [120]

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Desired areas of expertise to fulfill the mission and vision of ASA Thrive for students among the board members include: education management and instruction, real estate and construction, public relations and marketing, business, grant writing, school development, legal services, accounting and school finance, nonprofit community development and nonprofit compliance. The Allegiance STEAM Academy Bylaws have been developed and will be consistent with the terms of this charter.

### **Board Recruitment and Selection**

The ASA Thrive CEO/Principal will work closely with the Board of Directors to ensure that board members fully support the school's mission, culture, and goals. The qualifications sought in those candidates interested in serving on the Board include but are not limited to:

- A dedication to furthering the vision and mission of Allegiance STEAM Academy schools;
- Willingness to volunteer for one or more board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks;
- Ability to work within a team structure;
- Expectation that all children can and will learn and realize high academic achievement; and
- Specific knowledge, experience, and/or interest in at least one element of governance for Allegiance STEAM Academy.

It is important that every member of the Allegiance STEAM Academy Board of Directors is aligned with the needs and expectations of the organization. We will achieve this by ensuring potential candidates are invested in our mission, understand the expectations for Board participation, and have a vision for their contribution to the board. We will achieve this alignment through the following board recruiting process:

- Board or staff member who knows the prospect will have an initial conversation with the prospect to gauge interest and dedication to Allegiance STEAM Academy's mission.
- Cultivation of the prospective Board member. Ensure alignment between the needs and expectations of Allegiance STEAM Academy and the needs and expectations of the individual. This will be achieved by:
  - Investing candidates in the mission of Allegiance STEAM Academy;
  - Setting expectations for prospective Board members; and
  - Creating a vision for how Board membership meets the needs of both the individual and the organization.
- Board or staff member who knows the prospect will recommend the prospect to a Governance Committee member or the CEO/Principal.
- Board Governance Committee, a committee of the Allegiance STEAM Academy Board, reviews the prospective board member's qualifications, fit and desire to serve.

- CEO/Principal and Board Governance Committee cultivates prospective Board member:
  - Prospective Board member visits the school;
  - Prospective Board member receives information concerning the history and future plans of Allegiance STEAM Academy;
  - Prospective Board member meets with CEO/Principal;
  - Prospective Board member attends a Board meeting;
  - Prospective Board member interviews with Governance Committee member(s);
  - Prospective Board member meets with member(s) of Governance Committee where requirements and responsibilities of the Board are agreed upon;
- Board Governance Committee presents formal recommendation to the full Board of Directors; Board votes on prospective candidate.
- Board Chair meets with prospective candidate and extends offer to join Allegiance STEAM Academy Board.

All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). All directors shall be nominated and elected by the existing Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the current bylaws for three (3) years and until a successor director has been designated and qualified. Terms for the initial Board of Directors have been staggered with two (2) seats serving a two (2) year term and three (3) seats serving a three (3) year term.

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**Board Development**

To prepare each new Board member to quickly become an asset to the organization, there will be an extensive orientation plan. The following are the expected outcomes of the orientation phase, which will span the first three months of a Board member’s tenure:

- Build relationships with other Board members and senior leadership team members;
- Learn the organization, culture, mission, strategic priorities, financial health and results;
- Learn the environment in which we operate including key stakeholders (authorizers, parents, community partners, etc.);
- Ensure strong understanding of the operations of the Board;
- Identify opportunities to leverage strengths and accelerate contribution to the organization (e.g. Committee membership, organizational opportunities); and
- Mandatory Brown Act training.

On an ongoing basis, so that Board members can continue to make positive contributions to the organization the following is in place for continuing Board member education:

- Annual mandatory Brown Act training; and

- Ongoing investments in building Board member knowledge of both the organization as well as the environment in which it operations.

Responsibility for setting new Board members up for success and accelerating their contribution is shared between the Allegiance STEAM Academy Board (e.g. Board Chair and Governance Committee) and the senior leadership team (e.g. CEO/Principal and his/her direct reports).

### **Board Meetings**

Allegiance STEAM Academy, will conduct all operations of the ASA Thrive School, including Board meetings, in accordance with the Ralph M. Brown Act as set forth in California Government Code section 54950 *et seq.*, and applicable provisions of the Education Code. In the conduct of meetings the Allegiance STEAM Academy Board will:

- Publicly post an agenda at least 72 hours prior to all regular Board meetings in accordance with the Ralph M. Brown Act requirements. Agendas will **be** posted on the school website. Additionally, the agenda will be posted on the main entrance of the school;
- Hold all meetings at the principal office of the corporation. The Board of Directors may also designate that a meeting be held at any place within the boundaries of the District which has been designated in the notice of the meeting;
- Set aside time at each meeting for public comment;
- Conduct all votes in public, unless a vote is permissibly cast in closed session;
- Upon request, provide to members of the public copies of any materials provided to the Board (unless specifically exempted by the Public Records Act.); and
- Post approved minutes from the previous Board meeting on the school’s website.

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The Board of Directors will meet several times throughout the year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. These meetings are held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

A majority of the directors then in office will constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting will be adjourned. Directors may not vote by proxy.

Members of the Board of Directors may participate in teleconference meetings so long as all of the requirements in the Brown Act are complied with in accordance with the bylaws.

### **Decision-Making Process**

ASA Thrive’s decision-making process, in which all school stakeholders are represented, is designed to:

- Ensure that all decisions regarding policy and practices made are focused to achieve the educational student outcomes outlined in the petition;
- Involve all staff members in educational program development;
- Include parents, community members, and all school personnel as active partners; and
- Guarantee that all stakeholders model a collaborative, consensus-driven school culture.

The model of decision-making is democratic in nature. The Board of Directors reviews the academic program and provides support in achieving short-term and long-term goals set by the school.

### **Roles and Responsibilities**

The duties of the Chairperson include:

- Presides at the Board of Directors' meetings; and
- Exercises and performs such other powers and duties as the Board of Directors may assign from time to time.

The duties of the Treasurer include:

- Oversees or causes to oversee all books, records of accounts, and business transactions;
- Oversees all deposits and disbursements of money and valuables;
- Responsible for contracting with an independent auditor;
- Oversees the formation and function of annual audit committee findings and reporting; and
- Serves as a liaison to the District on issues related to fiscal matters.

The duties of the Secretary include:

- Keeps or causes 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 minutes of meetings will include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings;
- Keeps or causes to be kept, at the principal California office, a copy of the Articles of Incorporation and Bylaws, as amended to date;
- Gives, or causes 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;

- Keeps the corporate seal, if any, in safe custody and will have such other powers and perform such other duties as the Board of Directors or the Bylaws may require; and
- Implements Brown Act training and serves as a liaison to the District on issues related to policy and records.

The overall duties of the Board of Directors include, but are not limited to:

- Promotes and guides the mission and vision of the school;
- Hires and evaluates the CEO;
- Ensures the development and maintenance of sound internal fiscal control policies governing all financial activities.
- Receives reports directly from the CEO of the total operation of school including, but not limited to, budget, curriculum, activities, student achievement data, evaluation of Principal, and renewal of staff contracts;
- Acts as a fiscal agent, which includes the receipt of funds for operations;
- Develops, reviews, or revises performance measures, including school goals;
- Reviews the school master calendar and schedule of Board meetings;
- Develops Board of Directors policies and procedures;
- Participates in the dispute resolution, when necessary;
- Approves charter amendments;
- Approves annual fiscal audit and performance report; and
- Ratifies compensation plans and stipend schedules, as needed.

To ensure the school's ongoing success, the Board of Directors provides external accountability, internal oversight and leadership.

#### Current Board of Directors

**Samantha Odo:** Samantha Odo received her BS in Biochemistry and Cellular Biology from University of California, San Diego in 1999. She is currently a Senior Key Account Manager for Merck KGaA a German multinational chemical, pharmaceutical and life sciences company headquartered in Darmstadt, Germany. Merck KGaA has around 50,000 employees in around 70 countries and is the world's oldest operating chemical and pharmaceutical company, as well as one of the largest pharmaceutical companies in the world. Previously, she held a Life Science Specialist position with Sigma Aldrich an American chemical, life science and biotechnology company with 9,600 employees in 40 countries. She was also a Regional Manager for BMG Labtechnologies, Inc a capital equipment company providing research equipment to pharmaceutical, biotechnology, government and university research laboratories from 2001-2009. Samantha's interest in science started early in her childhood, but her AP Biology teacher in high school gave her a motivation to take that interest to passion of wanting to learn more. School choice is very important to Samantha and her dream is to be a partner in providing families options and choices in their children's education.

**Jason Liso:** Mr. Jason Liso is a staunch supporter of school choice, and the STEAM philosophy. He is excited to serve on the Board and be a part of the growth of this amazing

**Deleted: Andrew Vestey (Chair):** Mr. Vestey was instrumental in the founding of ASA Thrive. Mr. Vestey earned his Bachelor's Degree in Criminal Justice from California State University, Fullerton and his Master's Degree in Public Administration from California State University, Northridge. At the age of 14, Mr. Vestey moved to Chino, CA, where he attended Don Lugo High School. During high school, Mr. Vestey played varsity football and varsity baseball. Upon graduating from high school, Mr. Vestey continued his education at Chaffey College. At 18 years old, he was hired by the Los Angeles County Sheriff's Department as a Custody Assistant. Mr. Vestey was then hired two years later as a Deputy Sheriff for the Sheriff's Department. In 2002, Mr. Vestey left the Sheriff's Department and began working for the Chino Police Department as a patrol officer. In 2005, Mr. Vestey left the Chino Police Department and began working as a Police Officer for the Fontana Police Department. At the Fontana Police Department, he has been assigned as a patrol officer, SWAT member, field training officer, narcotics investigator, DEA Task Force Officer, Police Corporal, Detective and taser instructor. Mr. Vestey is a decorated law enforcement professional and has been recognized several times for his commitment to the community. Mr. Vestey received the Chino Police Department's bravery award for his actions during an active shooter situation in a residential neighborhood. Mr. Vestey, and his wife Laura, have 3 school-aged children, and are passionate about school choice being available to all children and both have contributed tirelessly to the founding and ongoing success of ASA Thrive. ¶

new school. Mr. Liso was raised in Fullerton, California. He attended grade school in the La Habra City School District and attended Sonora High School in La Habra, California. At Sonora Mr. Liso played baseball, basketball and football. He was also involved in student government, serving as the ASB Social Science Senator. After graduating in 1999, Mr. Liso then attended California State University, Fullerton as part of the inaugural class of the University Honors and Scholars Program. Mr. Liso is currently a Deputy District Attorney for the San Bernardino County District Attorney's Office, a position he has held since 2007. During his time in the District Attorney's Office, he has prosecuted misdemeanor crimes and felony crimes including murder cases. One of his high-profile cases involved the prosecution of a Rialto Unified School District employee accused of embezzling over \$4 million dollars of public funds. Mr. Liso secured a conviction and secured over \$1 million dollars of restitution for the victim school district. He is currently assigned to the Central Division prosecuting Felony Homicides.

**Marcilyn Jones:** Marcilyn Jones is a native to the Inland Empire, having graduated from Canyon Hills Junior High and Ayala High School. After moving away to attend California State University, Northridge Marcilyn obtained her BA in English with a focus in Education. Upon her completion of her BA degree, she worked in behavior Therapy with Autistic children at The Institute for Applied Behavior Analysis and then pursued her Masters of Arts in Education and her Single Subject Teaching Credential in English. In 2004, she began teaching English at Opportunities for Learning Public Charter School. She has worked in charter schools for over 10 years as a Teacher, an Assistant Principal and now an English Language Development Program Head. Her current position at Opportunities for Learning Public Charter Schools allows her to support Bilingual Learners by creating resources, training teachers on data driven instruction and overseeing instructional programs that encourage and support language acquisition for students.

**Troy Stevens:** As a staunch advocate for school choice, Mr. Stevens helped develop the initial petition for ASA Thrive. Mr. Stevens has extensive experience and significant executive leadership accomplishments in both business and philanthropy, including the Gavin R. Stevens and LCA-NMNAT1 Research 4 Sight Foundations. Mr Stevens enjoys and has a successful track record of cultivating relationships amongst stakeholders across the community. Mr Stevens and his wife, Jennifer, were instrumental in the founding of ASA Thrive and continue to support its success.

*Resumes are located in the Appendix.*

### **CEO Duties**

- Updates and informs the Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- Serves as the final decision-maker for site-based complaints;
- Assists in the development and implementation of the Board of Directors policies;

- Provides leadership in identifying school needs and in determining goals and objectives for developing long and short-range goals;
- Directs and assists staff in the development of an effective instructional program through conferences, meetings, and in-service workshops;
- Ensures that the school is fiscally sound and stable;
- Reports to the Chartering Agency all necessary reports and documents, as specified in the charter;
- Prepares and conducts charter renewals;
- Evaluates all management;
- Reviews evaluations of certificated and classified employees submitted by the Principals;
- Oversees the purchasing of furniture, equipment, and supplies; and
- Accepts other responsibilities as assigned by the Corporate Board of Directors.

### **School Site Council**

The ASA Thrive School Site Council (SSC) will be established to further the involvement of parents and guardians in their children’s educational program as a parent/faculty advisory board. This committee will be made up of ten (10) members: four (4) parents/guardians, two (2) teachers, two (2)

classified staff members, and two (2) students – the current ASB President and Vice President. The responsibilities of this committee include;

- Providing the Board of Directors with advice on matters important to the successful operation of the school;
- Providing a clear voice to specific needs that might arise at the school-site; and
- Contribute to sound decision-making at all levels of the school.

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### **LCAP Stakeholder Advisory Council**

The ASA Thrive LCAP Stakeholder Advisory Council consists of parents, staff, and stakeholders. The council plays a broad role in developing and revising the LCAP. The responsibilities of the council include:

- Providing input regarding local priorities
- support and help monitor implementation of actions stipulated in the LCAP

### **Parent and Community for Kids**

All parents/guardians, as well as staff, will be automatic members of the Parent and Community for Kids (PACK). The PACK’s focus is on school-wide activities and events that promote the vision and mission of ASA Thrive and encourage a positive, family-oriented school climate. While the PACK operates as a separate entity, the PACK is included in this element as the PACK is instrumental in the culture and climate at ASA Thrive.

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The purpose of the **PACK is** to:

- Unite the home and school;
- Provide students with the best academic, physical and social education available;
- Develop, promote, and evaluate educating initiatives;
- Collaborate with stakeholders on annual LCAP process and school-wide needs, assessment, and school policy development;
- Establish and maintain partnerships with the community; and
- Regularly consult with parents/guardians under the direction of the Principal regarding the school's educational program.

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The **PACK Board is** comprised of members that are elected to their positions each year. An administrator ~~may~~ also serve on the Board. The Board will meet on a regular basis on planning and coordinating activities for parent involvement. They will meet with various parents to provide the direction for successful completion of these events.

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The goal of the **PACK is** to ensure the most beneficial environment in support of student academic success. This will be accomplished through a variety of events, activities, and programs, such as:

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- Family Fun Nights;
- Jog-a-thon;
- Student recognition ceremonies;
- Community service projects;
- Literature Day;
- Staff recognition; and
- Prospective Parent Tours

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Prospective students and their parents/guardians will be encouraged to attend an in-service (i.e. web based or in-person) that will be available in both English and Spanish regarding the school's instructional and educational philosophy, prior to the beginning of each year. Families who enter the school after the beginning of the calendar year will be presented with this information from school leadership personnel. School personnel will make outreach through digital and written communication. Each family also receives an ASA Thrive Informational Handbook, outlining the parent and student-related policies and procedures. A copy of this handbook can be provided to the District, if requested.

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## ELEMENT 5

### Employee Qualifications

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

ASA Thrive staff members will be a dedicated group of professionals who believe that education is a calling. They will be bound by a common philosophy and belief that our job is to teach students the academic, social-emotional, and character skills needed to be college and career ready. Staff must believe that our students need to develop as critical thinkers, civic leaders, and socially responsible citizens that are integral to their communities and beyond. Staff members at ASA Thrive will be actively committed to working together and ensuring that the mission and vision are upheld. The staff will be proactive in the planning, implementation, and evaluation of the instructional program and school operation. They will be accountable for students’ academic and social growth, and fulfill all required duties and responsibilities.

All staff will hold the core belief that education is the single most important profession and feels it is essential that all staff approach their work every day with a positive and enthusiastic frame of mind. ASA Thrive students deserve the best we have to offer—our talents, knowledge, and skill-to nurture democratic citizenship and inspire students to become the future world leaders in all occupations. In addition, we believe that education is the profession with the highest expectations and that the only acceptable standard for the education of our youth is the standard of greatness.

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All staff will believe that the quality of their services directly influence their community and the children they serve. Therefore, every effort will be made to raise academic standards, promote community service, and create a positive school climate. The exercise of sound personal and professional judgment will be required in order to achieve conditions that attract the most effective teachers and persons.

All employees are required to adhere to the requirements and mission of the Petition.

### Assurances for Teachers

ASA Thrive will comply with Education Code § 47605(l), which states:

*Teachers in charter schools will be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents will be maintained on file at the charter school and will be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.*

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ASA Thrive teachers will conform to the legal requirement that all charter school teachers who teach core will hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Education Code Section 47605(l)). Most teachers will hold multiple subject credentials, but ASA Thrive reserves the right to hire single subject credentialed teachers. Transitional kindergarten teachers shall meet the credentialing requirements pursuant to Education Code Section 48000(g). ASA Thrive will maintain current copies of all teacher credentials, which will be made readily available for inspection and will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. ASA Thrive will comply with all State and federal mandates and legal guidelines relative to ESSA.

ASA Thrive will not discriminate against any staff member on the basis of affiliations, political or religious acts or opinions, race, national origin, ancestry, gender, gender identity, marital status, physical disability, mental disability, medical condition or age. Individual contracts will address, among other issues: employment terms and conditions, duties, term and work schedule, compensation, employee benefits, performance evaluation, and child abuse and neglect reporting. Attached to the contract, the employee will be given a job description of the position hired, work calendar, and a copy of Notice to Employee Labor Code 2810.5. ASA Thrive will be a school of choice and no employee will be forced to work at ASA Thrive.

**Hiring Assumptions**

The state, federal, and local revenues received by ASA Thrive will be used to pay for the costs of staff members, with precise allocations to be determined based on current budget conditions at the time of each budget submittal. Where appropriate and when in the best interest of the school, the CEO/Principal has discretion to seek contracts with qualified outside providers to provide services identified in job descriptions below. Such recommendations will be presented to the Board of Directors for review as necessary.

Employee Titles

In the 2020-21 school year, ASA Thrive assumes it will employ:

Full-time

- CEO/Principal
- Assistant Principal
- Director of Educational Programs
- Director of Business Services
- Director of IT
- Coordinator of Special Programs

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- School Psychologist
- Counselor
- Teachers [core] (27)
- Teachers [non-core: PE, Music/Drama, STEAM Lab, World Language] (7)
- Teachers [Special Education] (4)
- Speech Language Pathology Assistant
- Office Manager
- Administrative Services Clerk
- Attendance Clerk
- Receptionist
- Health Technician
- Lead Custodian
- Custodians (3)
- Meal Manager

Part-time

- Instructional Aides/Proctors
- Special Education Paraprofessionals
- Meal Server

Think Tank staff needs will be determined by the needs and services of the student population. Additional teachers and non-teaching staff may be retained at the school, as needed, and dependent on student enrollment.

Employees will receive compensation depending upon experience, job responsibilities, and contingent on the charter school's budget. All full-time staff will be eligible for all health benefits provided, including a one million dollar professional liability insurance coverage, and disability insurance. The CEO/Principal may amend from time to time, specific personnel policies, including calendar, work day/school year, and procedures for disputes. Recommendations will be presented to the Board of Directors for review as necessary and codified in an Employee Handbook. The management of ASA Thrive will be under the immediate direction of the CEO/Principal. The CEO/Principal will have the responsibility for overseeing the entire corporation's operations.

**Employee Qualifications**

To be employed by ASA Thrive the following conditions must be met:

- All employees must fulfill California Education Code § 44237, which requires fingerprints to be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment from the Department of Justice. The employee is responsible for paying the fingerprinting costs.
- All employees, who are mandated reporters, as defined by Penal Code 11165.7, are to report known or suspected instances of child abuse or neglect. Prior to employment, each person in the above position will sign a statement, on a form

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<#>World Language teachers (3

provided to him/her by ASA Thrive, to the effect that s/he has knowledge of the provisions of Section 11166 and will comply with those provisions or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The CEO/Principal will ensure that the provisions of this policy are carried out in accordance with the law.

- All employees must complete the “I-9” form to verify that they have the legal right to work in the United States.
- All employees must have a Social Security number.
- All employees and volunteers must take a Tuberculosis (TB) Risk Assessment Questionnaire as required under the provisions of Assembly Bill (AB) 1667. If risk factors are identified, an employee or volunteer would then require TB testing and an examination to determine that the person is free of infectious tuberculosis.

## **Job Descriptions**

### CEO/Principal

The CEO/Principal serves as the educational leader of the school, thereby having the responsibility for overseeing the entire charter operation.

Subject to the control of the Board, the CEO/Principal shall be the general manager of the corporation and shall supervise, direct, and control the corporation’s activities, affairs, and officers. The President shall have such other powers and duties as the Corporate Board of Directors or the bylaws may require.

Primary responsibilities include, but are not limited to:

- Updates and informs the Corporate Board of Directors of staff performance as related to program objectives;
- Acts to resolve controversy relating to school affairs;
- Assists in the development and implementation of the Corporate Board of Directors policies;
- Directs and assists staff in the development of an effective instructional program through conferences, meetings, and in-service workshops;
- Provides leadership in identifying school needs and in determining goals and objectives for developing long and short-range goals;
- Makes personnel determinations in cases of hiring and terminations;
- Ensures that the school is fiscally sound and stable;
- Reports to the Chartering Agency all necessary reports and documents, as specified in the charter;
- Evaluates all management;
- Oversees the purchasing of furniture, equipment, and supplies;
- Prepares and conducts charter renewals;
- Accepts other responsibilities as assigned by the Corporate Board of Directors.
- Conducts frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes and completes final evaluations;

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- Assists in overseeing the PTA, which focuses on school-wide activities and events that promote the vision and mission of ASA Thrive;
- Evaluates and supervises all classified employees based on the components of the respective job descriptions and the effectiveness and completion of said job;
- Manages and directs the educational activities of the school;
- Supervises student activities and school events;
- Manages the school-wide behavior policies;
- Develops school plans and organization procedures for pupil services, health, safety, discipline, and conduct of students;
- Leads the Founding Members Group; and
- Accepts other responsibilities as assigned by the Board of Directors
  - Must have a master's degree from an accredited college/university; Doctoral degree, preferred.
- Must demonstrate his/her ability as the lead learner, including knowledge of:
  - Charter school operations, organization, rules, regulations, and laws governing charter schools;
  - Local community in which the students and their families live and work; and
  - Data-based innovative educational research that may be applied to strengthen student learning.

Assistant Principal

Under direction of the CEO/Principal, the Assistant Principal assists the Principal as an educational leader of the school and is responsible for assisting with the management of the daily operation of the school. The Assistant Principal is accountable to the (CEO)/Principal for the quality of teaching, curriculum, instruction, and the achievement of students. The Assistant Principal participates in staff and student activities, and exercises leadership in the community.

Primary responsibilities include, but are not limited to:

- Assists the Principal in the leadership of the staff in determining objectives and identifying school needs;
- Assists in conducting frequent classroom observations of certificated employees, both formal and informal, as well as planned observations focusing on the components of effective lessons for evaluation purposes and submits final evaluations to the Principal;
- Prepares a variety of management and program evaluation reports as required;
- Assists in managing and directing the educational activities of the school by implementing instructional programs including:
  - Implementation of effective instructional methods;
  - Participate in the English Learner Advisory Group, including, scheduling meetings, ensuring translators are present at meetings and assisting in a needs assessment;
  - Special Education program of the school, under the direction of the Principal;
  - Interventions for students, including the formation of a student success program; and
  - Interpret the results of testing programs to teach staff academic achievement.
- Conducts yearly program evaluations;

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- Assists in the supervision of student activities and school events;
- Assists in the managing of school wide behavior policies;
- Assists in developing school plans and organization procedures for pupil services, health, safety, discipline and conduct of students;
  - Acts to resolve disputes related to school affairs; and
  - Completes assigned tasks as directed by the CEO/ Principal
- Must have a minimum of a Bachelor of Arts degree from an accredited college/university;
- Must have a teaching credential;
- Must have or be working toward a valid administrative credential;
- Must demonstrate his/her ability as the lead learner, including knowledge of:
  - Charter school operations, including the Allegiance STEAM program, rules, regulations, and laws governing charter schools;
  - Local community in which the students and their families live and work;
  - Data-based innovative educational research that may be applied to strengthen student learning; and
  - Students and their families, including their background and aspirations.

#### Director of Educational Programs

Under direction of the CEO/Principal, the Director of Educational Programs will provide leadership and professional development to drive special programs at the school, including the special education program, English Learner development, and homeless and foster youth support. The Director of Educational Programs will ensure compliance to established policies, procedures and/or regulations.

Primary responsibilities include, but are not limited to:

- Case-manage all IEPs and be responsible for all IEP development, including IEP meeting coordination and facilitation;
  - Develop related goals and objectives and recommend policies, planning, and implementation by working with school staff to meet the needs of students with special needs;
- Serve as a resource for information regarding special program services (special education, EL development, homeless and foster youth support) programs and policies and ensure that procedures are appropriate in relation to policies required by region, district, state and federal regulatory requirements;
- Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with special needs;
- Support implementation of accommodations and modifications for students with IEPs in the general education classroom and during Special Education service time;
  - Monitor student progress toward proficiency on the ELPAC;
- Coordinate progress report completion in accordance with district guidelines;
- Manage relationships with outside vendors to ensure students receive all individually-prescribed IEPs services (i.e. Occupational Therapy, Language and Speech, etc.);
- Provide direct services to students with special needs, as needed;
- Manage and/or assist with the development of 504 plans;
- Develop and provide ongoing professional development for general and Think Tank staff and administrators; and
  - Completes assigned tasks as directed by the CEO/ Principal.
- Must have a Bachelor's degree from an accredited college/university;
- Administrative credential for Level I or Level II Education Specialist, preferred.

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- Must demonstrate his/her ability with special programs, including knowledge of:
  - Charter school operations, organization, rules, regulations, and laws governing charter schools;
  - Successful and demonstrated case management skills;
  - Knowledge of computer-based IEP programs; and
  - Possession of either BCLAD or CLAD certification highly desirable.

Director of Business Services

The Director of Business Services has the overall responsibility for the purchasing process and procedures for ASA Thrive and working closely with the selected back office services provider. The Coordinator of Business Services will provide leadership and coordination of accounting, purchasing, and budgeting for ASA Thrive to ensure compliance requirements are met, and may assist in providing general administrative support to the Corporate Board of Directors at the direction of the CEO/Principal.

Primary responsibilities include, but are not limited to:

- Maintains solid vendor relationships, as well as establish credit as an independent charter school;
- Coordinates with back office services provider, San Bernardino County and Chino Valley Unified School District staff to ensure timely and accurate apportionment transfers;
- Coordinates purchasing of all materials and develops efficient purchasing process with school staff;
- Coordinates with back office services provider regarding purchasing matters;
- Coordinates with back office services provider various statistical and financial reports required by federal, state, and county agencies;
- Compiles data for ASA Thrive as appropriate;
- Researches multiple vendors for major or recurring purchases and analyzes benefits of a bulk purchasing program with other charter schools;
- May assist tracking data for California Student Information System (CSIS) and CBEDS reporting;
- Assists independent auditors to assure efficient and responsive audit of one or more funds of ASA Thrive;
- Maintains inventory and fixed assets control records;
- Assists training and supervising assigned personnel, as needed;
- Assists analyzing data, checking for accuracy, and making necessary adjustments as requested by the administrative team; and
- Performs other related duties as assigned.
- Must have a minimum of a Bachelor of Arts Degree from an accredited college/university;
- As the Coordinator of Business Services, must demonstrate his/her ability regarding the following:
  - Principles, practices, and forms used in accounting and fiscal control, including data processing capabilities and procedures;

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- Practices, procedures, and equipment involved in the operation of an administrative office;
- Correct English usage, spelling, grammar, punctuation and mathematics;
- Charter school operations, and organization, rules, regulations, and laws governing charter schools;
- Office management and business correspondence procedures, including telephone techniques, filing systems, letter and report writing, proofreading, and composing correspondence independently;
- Local community in which the students and their families live and work;
- Dealing effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, and firmness; and
- Operating personal computer using various word processing, spreadsheet, and database software and maintaining a working knowledge of and application skills in the newest technological programs and hardware.

Director of IT

Under the general supervision of the CEO/Principal, the Director of Information Technology (IT) is responsible for the designing, configuring, installing, maintaining, and the repairing of network systems, subsystems and servers; oversees the computer/server room operation and environment; providing information, direction and/or recommendations regarding network installations and configurations including television, intercom, telephone, and wireless systems; resolving network operational issues; and providing technical support to all staff.

Primary responsibilities include, but are not limited to:

- Administers systems and servers related to district LAN and WAN (e.g. email systems, accounts, print queue, workstation ID, IP assignments, computer labs, classroom computers, VOIP, security, antivirus, spyware, etc.) for the purpose of ensuring availability of services to authorized users;
- Assesses incidents, complaints and/or accidents for the purpose of resolving or recommending a resolution to the situation;
- Designs computer networks (e.g. internet, web mail, FTP servers, etc.) for the purpose of ensuring effective and efficient operating systems;
- Directs department personnel for the purpose of prioritizing project deadlines and ensuring optimal utilization of personnel;
- Installs network (client and server) software on a variety of platforms (e.g. service packs, application software, and operating software, hardware upgrades, etc.) for the purpose of upgrading and maintaining District WAN/LAN and telecommunication systems;
- Maintains network operations and software applications (e.g. servers (file, print, application, WEB, database, proxy, etc.), operating systems, charter school server backup, routine maintenance programs, etc.) for the purpose of ensuring efficient operations;
- Manages assigned projects and program components including television, intercom and wireless services (e.g. migration to new systems, scheduling installations, product research, etc.) for the purpose of delivering services in compliance with established guidelines and/or objectives;

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- Recommends equipment, supplies and materials (e.g. purchase equipment, lease equipment, etc.) for the purpose of acquiring required items and completing jobs efficiently;
- Researches trends, products, equipment, tests, etc. for the purpose of recommending procedures and/or purchases;
- Responds to inquiries from a variety of sources (e.g. staff, administrators, school site personnel, outside vendors and service providers, etc.) for the purpose of providing technical assistance and support;
- Trains other Charter School staff (primarily within the technology area) for the purpose of ensuring their ability to use new and/or existing operating systems and application software;
- Troubleshoots malfunctions of network hardware and/or software applications within the Charter School's local and wide area networks, television, wireless, intercom, telephones and security systems (e.g. servers, hubs, routers, network protocols, etc.) for the purpose of resolving operational issues and restoring services, and
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
  - Additional Qualifications:
  - High School diploma or its equivalent, supplemented by additional specialized training in data processing or a related field;
  - Three years of experience in the operation of a computer and peripheral equipment providing technical assistance to end-users.
    - IT Manager must demonstrate his/her ability as a lead learner, including knowledge of:
      - Operations, organization, rules, regulations, and laws governing charter schools;
      - Students and their families, including their background and aspirations;
      - Local community in which the students and their families live and work. It is vital that the administration have an understanding of the community to assist students in reaching their academic potential.

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Coordinator of Special Programs

Under the direction and supervision of the CEO/Principal and the Director of Educational Programs, the Coordinator of Special Programs has the responsibility for overseeing the Special Education Programs at Allegiance STEAM Academy Charter School. The Coordinator of Special Programs will be responsible for the implementation and management of program and services for all special needs pupils that may include, but are not limited to: Psychological Services, Speech and Language Services, SELPA/Special Education programs and services, and Section 504 of the Rehabilitation Act of 1973, Child Find (SST Process). The Coordinator of Special Programs coordinates efforts to ensure that assessment and intervention data is registered on student information system.

Primary responsibilities include, but are not limited to:

- Maintain a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Oversee the monitoring and adherence to all Special Education Local Area Plan (SELPA) Local Education Agency (LEA) Assurances with the designated SELPA of ASA;
- Maintain an updated working knowledge of laws, regulations and Board Policies relating to Special Education;
- Build a database of current periodicals, articles, books, and academic materials relevant to Special Education;
- Provide leadership and expertise in assessing, identifying, formulating, and implementing Special Education goals and programs in compliance with state and federal mandates and guidelines;
- Develop and maintain information and record keeping systems necessary for completion of required county, state and federal reports;
- Oversee the management of student data related to Special Education;
- Inform CEO/Principal and Administrative Team of legal requirements relating to Special Education and available district, state, federal and community resources;
- Review the IEP and other documentation to assure compliance with state and federal mandates, including monitoring student placement procedures;
- Assist in the preparation of complaint, mediation, and due process materials;
- Monitor and review Special Education teacher and instructional aide staffing, performance and assignments;
- Maintain compliance with State and Federally mandated timelines for Special Education;
- Schedule IEP meetings and notify team members of upcoming IEP meetings, including sending meeting notices out to families;
- Participate as a member of the IEP teams, may serve as the administrative designee;
- Serve as a resource to parents, administrators, and teachers in the identification, selection, and use of instructional materials, curriculum, positive behavioral interventions, methodologies and strategies;
- Passionately advocate ASA Thrive's philosophies to parents, charter school Special/General Education teaching staff and administration;
- Participate as a member of the 504 teams, may serve as the administrative designee;
- Coordinate Child Find process at ASA Thrive, including but not limited to coordinating the Student Study Team (SST) process at ASA Thrive;
- Foster relationships with ASA Thrive families
- Exercise sound judgment, prepare clear and concise written documents, and work varied hours at multiple work locations;
- Oversee and coordinate organization-wide interventions; and
- Perform other duties as assigned.

School Psychologist

Under direction of the Director of Educational Programs, the School Psychologist will provide a full range of school psychological services to children. The School Psychologist will provide screening and assessment, individual and group counseling, and work with outside agencies as appropriate. The School Psychologist will also be an integral member of the Individualized Education Plan (IEP) team to determine student's eligibility for special education services, appropriate programming, and suggest strategies and supports for educational, academic, and behavioral needs.

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Primary responsibilities include, but are not limited to:

- Provide individual and group services to children that emphasize improved educational performance and/or conduct;
- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations;
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans;
- Collaborate with school staff around intervention programs, Student Study Team meetings, and crisis planning;
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child;
- Maintain appropriate data on students, including present levels of performance and intervention strategies;
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments/ assessment plans and meetings. Submit records, reports, and assignments promptly and efficiently; and
- Manage, conduct and support Think Tank teachers with Functional Behavior Assessments and Behavior Support Plans.
- Support general education teachers and administrators in implementation of appropriate strategies to meet the needs of students with special needs;
- Support implementation of accommodations and modifications for students with IEPs in the general education classroom and during Think Tank service time;
- Develop and provide ongoing professional development for general and Think Tank staff and administrators; and
- Complete assigned tasks as directed by the CEO/ Principal.
- Must have a Bachelor's degree from an accredited college/university;
- Must have a School Psychologist Credential;
- Must demonstrate his/her ability with special programs, including knowledge of:
  - Charter school operations, organization, rules, regulations, and laws governing charter schools;
  - Successful and demonstrated case management skills; and
  - Experience with students grades K-8.

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Counselor

Under direction of the Assistant Principal, the counselor provides comprehensive counseling and guidance for all students. The counselor consults and collaborates with teachers, parents and school administrators to enhance their effectiveness with students. The counselor provides proactive leadership in the delivery of activities and services so students can achieve success in school.

Primary responsibilities include, but are not limited to:

- Identify and provide advocacy, child welfare, and attendance services to students;
- Identify, assess, and provide clinical intervention to students with behavioral, social, and attendance issues for appropriate school-based and community services;
- Provide effective group and individual counseling to students;
- Participate in crisis response;
- Provide orientation activities for incoming students and families;
- Provide prevention and intervention services for students, including conflict resolution, individually and in the classroom setting;
- Consult and collaborate with teachers, staff and parents in understanding and meeting the needs of students including being a resource to teachers;
- Provide leadership in incorporating counseling and guidance materials into curriculum and parent education programs;
- Assist families with school related problems and issues and make information available to parents;
- Refer students and their parents to appropriate resources, special programs or outside agencies;
- Participate in the development, planning, and implementation of multi-disciplinary and integrated learning support services such as Student Success Team (SST) and School Attendance Review Team (SART);
- Develop and provide ongoing professional development for staff and administrators; and
- Complete assigned tasks as directed by the Assistant Principal.
- Must have a Bachelor's degree from an accredited college/university;
- Must have a California Pupil Personnel Services Credential in School Counseling;
- Must have the ability to work effectively and cooperatively with colleagues, other personnel, and community representatives and agencies;
- Must have knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts;
- Must demonstrate his/her ability with special programs, including knowledge of:
  - Charter school operations, organization, rules, regulations, and laws governing charter schools;
  - Successful and demonstrated case management skills; and
  - Experience with students grades K-8.

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Core Teacher

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Teachers must provide an exceptional educational program for pupils in grades K-8, as outlined in the California Standards for the Teaching Profession, and assist in other school programs as assigned.

Primary responsibilities include, but are not limited to:

- Demonstrate their ability as learners;
- Knowledge of the students and their families, their background and aspirations;
- Knowledge of the subject matter(s) and standards in which s/he teaches. It is essential that teachers demonstrate that they are continuing to learn updated subject matter;
- Knowledge of the local community in which the students and their families live and work. It is vital that teachers have an understanding of the community to assist students in reaching their academic potential;
- Develop data-driven lesson plans and instructional materials to provide individualized and small group instruction in order to adapt the curriculum needs of each pupil;
- Demonstrate an ability to work as colleagues;
- Provide leadership for the school; and
- Conform to the legal requirement that all core, charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Teacher certificates are kept current and will be maintained in the employee's personnel file and in the Human Resources Oversight Notebook).

#### PE Teacher

Under the direction of the CEO/Principal and Director of Educational Programs, Physical Education Teachers must provide an exceptional educational program for pupils in TK-8 as outlined in the California Standards for the Teaching Profession, and assist in other school programs as assigned.

Primary responsibilities include, but are not limited to:

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Provide overall physical education instruction based on the physical education model content standards for California public schools;
- Teaches knowledge and skills in physical fitness, health education, individual, dual and team sports to TK-8 pupils, utilizing appropriate learning activities;
- Plans a balanced physical education program, adapting daily schedule to accommodate weather conditions and providing time for changing clothes, instruction, exercise, and sports activities;
- Analyzes, demonstrates, and explains basic skills, knowledge, and strategies of formal sports, games, rhythms, and fundamentals of body movement;
- Provides time for drills of basic skills; and organizes lesson plans for the whole class, utilizing available area;
- Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible;

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- May teach one or more classes of adaptive physical education for students with orthopedic and/or medical problems, if credentialed to do so;
- May teach one or more classes in interscholastic athletics or drill team;
- Seek and recommend suitable competition/leagues for all interscholastic athletics;
- Prepares and organizes a master sports calendar that includes noon-league and interscholastic athletics;
- In regards to interscholastic athletics, the PE teacher must communicate with the CEO/Principal, students, and parents about the practice/game schedule, transportation policies; and permission slips;
- Coordinates and confirms with the CEO/Principal and all coaches regarding field use for athletics;
- Assists in the selection of coaches for the athletic program; act as a resource and liaison for all coaches;
- Ensures that all necessary equipment and uniforms are ordered in a timely manner prior to instruction or extra-curricular practices/games;
- Provides appropriate safety instruction and makes safety checks on equipment and field areas to insure the overall safety of pupils;
- Maintains surveillance over storage and use of such items as school-owned uniforms, equipment, and supplies to prevent loss and abuse;
- Establishes and maintains standards of pupil behavior needed to provide an orderly productive environment in the physical education areas;
- Evaluates each pupil's growth in physical fitness, and in physical skills and knowledge;
- Evaluates all athletic programs on an annual basis; make recommendations for improvement and report to the CEO/Principal;
- Assesses each individual's contribution to the performance of the group in team sports;
- Assists classroom teacher in the preparation progress reports;
- Selects and requisitions uniforms, equipment, instructional aids, and instructional supplies, and maintains required inventory records;
- Prepares, organizes, administers, and submits all requirements pertaining to state and national physical fitness tests; and
- Performs other duties as assigned.

#### Music/Drama Teacher

Under the direction of the CEO/Principal, and general supervision of the CEO/Principal and/or Teaching Staff, the Music Instructor assists in a cooperative manner to promote the musical growth of students, as well as to enrich and support the total education of students. The Music Instructor will assist in preparing elementary and secondary students develop basic musical skills and experiences through voice and keyboarding, and assist teachers in contributing to the aesthetic growth and development of children. Teachers must provide an exceptional educational program for pupils in grades TK-8, as outlined in the California Standards for the Teaching Profession, and assist in other school programs as assigned.

Primary responsibilities include, but are not limited to:

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Prepares a schedule on a regular basis to teach music through voice and keyboarding;

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- Teaches skills and the elements of music through voice and keyboarding including rhythm, melody, harmony, form and expression;
- Utilizes repertoire of all types of music literature, including traditional and contemporary, that are appropriate music learning experiences;
- Assists in coordinating choirs and choral performances and events, giving assistance with ordering music, teaching the songs, planning programs or serving as accompanist, when needed;
- Takes part in choral festivals by forming and directing the musical performances;
- Selects appropriate music, books, records, musical instruments, and instructional supplies for each assigned lesson and/or performance;
- Maintains surveillance over school-owned music, musical instruments and equipment, and other Instructional supplies;
- Develops weekly lesson plans and supplementary materials compatible with the basic instructional philosophy and curriculum of the charter school;
- Provides students with the opportunity to partake in daily patriotic observance. Education Code 52720;
- Monitors classroom environment ensuring clean and safe conditions exist and notifying the CEO/Principal of any unclean or unsafe classroom conditions;
- Monitors classroom activities making students responsible for putting materials, supplies, tools, etc. safely and neatly away at the end of the day; and
- Performs related duties as required.

#### STEAM Lab Teacher

Under the direction of the Director of Educational Programs, the STEAM Lab Teacher is responsible for leading activities and projects in the STEAM Lab for TK-8 students. STEAM Lab activities include but are not limited to 3-D printing, circuits, robotics, basic electronics, coding, art and design. The STEAM Lab Teacher will be responsible for bringing curriculum and project ideas to the STEAM Lab in addition to using curricula that uses a STEAM approach to learning and that adheres to California State Standards. The STEAM Lab Teacher must provide an exceptional educational program for pupils in grades TK-8, as outlined in the California Standards for the Teaching Profession, and assist in other school programs as assigned.

Primary responsibilities include, but are not limited to:

- Effectively manage STEAM lab for TK-8 Students;
- Engage students in fun, practical, and hands-on lessons based on established curriculum and specific classroom needs geared towards motivating TK-8 students towards Science, Technology, Engineering, Arts, and Mathematics;
- Work with the Director of Educational Services to update STEAM Lab activities, projects, and curricula;
- Reinforce positive student behavior and lab rules; maintain a positive relationship with all members, families, and staff;
- Maintain an inventory of science materials and organization of STEAM Lab;
- Provide assistance to teachers and staff members in planning and incorporating STEM activities into daily instruction;
- Partner with PTA and school organizations to promote STEAM-related activities during the school day or evenings;

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- Assist with data collection and analysis for District STEM-related grants;
- Provide STEAM-related professional development to colleagues and share best practices in STEAM education with colleagues;
- Communicate with Director of Educational Services to discuss student progress, needs, and concerns;
- Attend required department meetings and professional development training;
- Knowledge of the students and their families, their background and aspirations;
- Knowledge of the subject matter(s) and standards in which he or she teaches. It is essential that teachers continue to learn updated subject matter;
- Knowledge of the local community in which the students and their families live and work. It is vital that teachers have an understanding of the community to assist students in reaching their academic potential;
- Develop data-driven lesson plans and instructional materials to provide individualized and small group instruction in order to adapt the curriculum needs of each pupil;
- Demonstrate an ability to work as colleagues. As a staff, we will collaborate to maximize student achievement. Student learning is the focus of all collaboration and staff development. Teachers must be able to work as a team with other faculty, students, and parents;
- Provide leadership for the school. Initiating proposals, expanding opportunities for the school to accomplish its goals, and inspiring others to work towards high standards is an essential part of being a teacher at Allegiance STEAM Academy;
- Conform to the legal requirement that all core, charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold;
- Be "highly qualified" per provisions set forth in the Every Student Succeeds Act (ESSA) regulations and all teachers shall possess an English Learner (EL) Authorization; and
- Other duties as assigned

#### World Language Teacher

Under the direction of the CEO and under the supervision of the Principal, Teaching Staff and/or Lead Teacher, the World Language Instructor must work cooperatively with and support all Teaching Staff, as well as, assisting teachers in providing an exceptional educational program for pupils in grades K-8, as outlined in the California Standards for the Teaching Profession. The World Language instructor will perform instructional activities in the lingual of instruction; provide learning experiences for individual students and small groups; perform routine clerical and supportive tasks; and do other related work as required, including assistance in other school programs as assigned.

#### Primary responsibilities include, but are not limited to:

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Presents prepared foreign language lessons and activities in a classroom or small group setting;
- Keeps students on task and focused;
- Maintains an orderly, attractive, and positive learning environment, and encourages students to ensure positive self-concept;

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- Corrects students work, records grades, maintains classroom bookkeeping or other records;
- Duplicates materials needed for instruction;
- Communicates with the classroom teacher regarding individual child conduct;
- Assists in other activities involving children outside the classroom such as, but not limited to, auditorium activities, field trips, and parent conferences;
- Attends monthly meetings with the principal as scheduled;
- Performs routine clerical tasks such as typing, computer operation, filing, and photocopying;
- Uses good judgement regarding appropriate action to assist injured or physically ill students;
- Performs other related duties as required.

#### Special Education Teacher

Under the direction of the CEO/Principal and the Director of Educational Programs, and in coordination with the regular classroom teacher, the individual placed in this position will provide direct instruction to students identified for the program using specific teaching strategies and methodologies in the core curriculum and/or specialized curriculum standards as defined by stated goals and objectives in each student's Individualized Education Program (IEP).

Primary responsibilities include, but are not limited to:

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- May work cooperatively with classroom teachers who have special education students in general education classes, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student core curriculum instructional needs; assists other professional staff members in resolving the unique psychological or disciplinary concerns of such students;
- Conducts formal and informal assessments in a classroom or in the community, including assessment of verbal and non-verbal communication abilities and identify effective intervention techniques to enable the student to reach his/her fullest physical, emotional, psychological; educational, and behavioral potential;
- Participates as a member of the IEP team to develop IEP goals, objectives, adaptations, accommodations, modifications and instructional plans; implements and monitors the IEP;
- Designs, implements and evaluates effectiveness of lesson plans based on each individual student's IEP Goals and Objectives; delivers a daily academic program consistent with State and Federal education code requirements; provides individualized instruction on appropriate areas of pre-academics/academics, language, self-help, pre-vocations, and socialization skills as appropriate; provides instruction individually or in small groups in various service delivery models in the Least Restrictive Environment for the student;
- Develops individual and group behavior management programs; provides reasonable safety precautions to protect students, staff, equipment, materials and the school facility; demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessment; supervises students in the

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classroom and, as needed, in out-of-classroom activities during the assigned working day, as directed by the CEO/Principal;

- Collaborates, as needed, with other professionals involved in the program for the child with disabilities;
- Confers frequently with parents and professional staff members regarding the educational, social, and personal concerns of such students; conducts parent conferences, including those to be selected on the same schedule as the general education programs;
- Keeps attendance records and all other records pertinent to the special education program for the state reports and program accountability; prepares grades and progress reports;
- May assist with coordinating and facilitating in-services for parents and staff;
- Coordinates and facilitates trainings and in-services, and directs Special Education Instructional Assistants assigned to the program;
- Participates as needed by the CEO/Principal, in curriculum development programs with the school or assignment; attends school staff meetings, in-services and professional growth activities related to special education; shares in the sponsorship of student activities and participates in faculty committees when requested by the CEO/Principal;
- Develops personal and professional performance goals in accord with ASA THRIVE and State guidelines;
- Assists pupils with personal care and physical needs, such as toileting, positioning, feeding, administering medication, monitoring dietary restrictions and others, as specified by the child's physician and directed by the school nurse; and
- Performs other related duties as assigned.

#### Speech Language Pathology Assistant

Under the direction of a Language, Speech, and Hearing Therapist and the Director of Education Programs, the Speech Language Pathology Assistant (SLPA) completes a variety of tasks such as activities designed to develop pre-language and language skills, oral-motor control for speech production, vocalization, and use of assistive technology devices for communication; works with students who have identified speech and language disorders as well as other disabilities; performs related duties as assigned.

#### **Primary responsibilities include, but are not limited to:**

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Conducts speech and language screenings, without interpretation, and uses screening protocols determined by the Language, Speech, and Hearing Therapists;
- Provides direct treatment assistance to students;
- Follows and implements documented treatment plans or protocols;
- Documents student progress toward meeting established objectives and reports the information to IEP teams;
- Assists the therapists during assessments by assisting with documentation and performing clerical duties including preparing Medi-Cal requests and Low Incidence orders for therapists and completing Medi-Cal billing for students receiving direct therapy;
- Prepares therapy materials such as visual boards, word walls, communication boards, and/or equipment for use in therapy activities;
- Programs and troubleshoots Augmentative and Alternative Communication (AAC) devices;

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- Adapts or modifies instructional materials and/or equipment as determined by student needs and abilities;
- Assists in maintaining student records, tallying data, preparing charts, records, graphs and reports;
- Observes and reports significant behavioral patterns or other problems to the therapists;
- Assists in maintaining appropriate behavior between activities;
- Prepares various teaching materials such as charts, pictures, word lists, and other related items.
- Performs other related duties as required.

#### Office Manager

Under general supervision or direction of the CEO/Principal, the Office Manager serves as office coordinator and secretary to the CEO/Principal. Persons working in this position perform a wide variety of clerical and secretarial work for administrative staff.

Primary responsibilities include, but are not limited to:

- Establishes and maintains complex, interrelated filing systems and records;
- Reviews and checks documents, records, and related forms for accuracy, completeness, and conformance to applicable rules and procedures;
- Gives out information in person or by telephone where judgment, knowledge, and interpretation of policies and procedures are necessary;
- Collects and compiles statistical or financial data and other information for inclusion into special reports, proposals, and presentations;
- Makes travel and conference arrangements, as needed;
- Evaluates communication priorities, keeps administrators informed, and relays information accurately;
- Assembles and prepares materials for agendas and meetings;
- Types a variety of materials, including correspondence, narrative and statistical reports, forms, lists and records;
- Gathers data and information and assumes responsibility for replying to various requests and inquiries for information and research assigned topics;
- Serves as secretary to various committees;
- Serves as liaison between administrator, staff, parents, community members, or other school personnel, as needed;
- Receives and handles telephone and personal contacts from schools, staff, other agencies, and general public;
- Coordinates substitute coverage for classified staff; provides information, schedules, and keys for substitute employees;
- Monitors employee attendance and maintains records;
- Operates a variety of office equipment including word processor and/or computer terminal; and
- Performs other related duties as assigned.
- A minimum of a two-year college degree from an accredited college/university and/or working toward college credits to obtain a degree preferred;

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- Supplemental training or coursework in the secretarial/clerical area;
- Must have a minimum three (3) years' experience in secretarial duties;
- Must possess demonstrated ability in the following areas, as Office Manager:
  - Office management techniques and business correspondence procedures, filing systems, telephone techniques, letter and report writing, proofreading, and independent correspondence composition;
  - Proficient in English language usage, spelling, grammar, punctuation, and basic mathematics;
  - Dealing effectively with a wide variety of personalities and situations requiring diplomacy, friendliness, poise, and firmness;
  - Operating a personal computer using various functions and programs including but not limited to, word processing, spreadsheet, Microsoft Office Word, Access, PowerPoint and Excel, database software;
  - Maintaining a working knowledge and application skills in the newest technological software and hardware; and
  - Willingness to learn the operations, organization, rules, regulations, and laws governing charter schools.

#### Administrative Services Clerk

Under supervision of the Director of Business Services, the Administrative Services Clerk is responsible for supporting the for General Education programs; communicates with Administration, students, and parents concerning student attendance, and assists with the activities of the Business Office.

#### Primary responsibilities include, but are not limited to:

- Maintain a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Perform a variety of clerical work including typing of letters, memoranda, and lists, as well as filing, sorting, and general organization;
- Perform general clerical duties that are related, but not limited to, the reception desk;
- Responsible for sorting of mail and distribution to the intended recipients;
- Work closely with the Office Manager to support clerical needs of front office, including covering for the Receptionist and Health Technician as needed;
- Assist the Director of Business Services with the reconciliation of monthly bank and credit card accounts, as well as opening mail and preparing invoices for processing;
- Develop working knowledge of California Charter School Accounting Manual and ASA Fiscal Policies and Procedures regarding cash management related to fundraising;
- Assist the Director of Educational Programs and Office Manager in the maintenance of student files and record keeping;
- Develop familiarity with and adhere to the ASA Student/Education records keeping policy;
- Assists in the preparation and assembling of the Board agenda and related information items for scheduled Board of Directors regular and/or special meetings;
- May assist with tracking and compiling data for reporting; and
- Performs other related duties as assigned.

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Under direction of the CEO/Principal and general supervision of the Office Manager, the Office Assistant performs a wide variety of clerical and secretarial work for administrative staff.¶

Primary responsibilities include, but are not limited to:¶

Performs requested clerical support;¶

Communicates various information regarding school-wide activities and/or response to requests;¶

Provides for timely and accurate distribution of materials;¶

Answers telecommunication systems for the purpose of screening calls, transferring calls, responding to inquiries, and/or taking messages;¶

Compiles a variety of reports and recommendations (i.e. student hours, teacher check-in/check-out procedures, orders and requisitions) for the purpose of providing accurate information on assigned programs;¶

Coordinates a variety of activities for the purpose of delivering services in conformance to established guidelines;¶

Assists in enrollment and drop/leave activities on the automated student information system;¶

Assists in the preparation and maintaining permanent student record for all students within program for the purpose of ensuring compliance with financial, legal, state, or federal requirements;¶

May prepare written materials (i.e. reports, memos, letters) for the purpose of documenting activities, providing written reference and/or conveying information;¶

Responds to inquiries of staff, other educational institutions, the public, parents, and/or students for the purpose of providing information and/or direction;¶

Supports assigned administrative personnel for the purpose of providing assistance with their administrative functions; and¶

Perform other related duties as assigned.¶

Must have a good working knowledge of filing systems, telephone techniques, and basic computer applications;¶

Clearly communicate both verbally and in writing;¶

Must demonstrate abilities as follows:¶

English usage including spelling, grammar, and basic math;¶

Type a minimum of 40 words per minute;¶

121

### Attendance Clerk

Under supervision of the Principal and/or Assistant Principal, the Attendance Clerk is responsible for compiling and maintaining school site attendance and student records for General Education programs; communicates with Administration, students, and parents concerning student attendance.

Primary responsibilities include, but are not limited to:

- Perform a variety of clerical work including typing of letters, memoranda, lists, tests, and/or other material from written directions or examples;
- Performs general clerical duties that are related, but not limited to, the attendance desk;
- Receives, reviews, and verifies all attendance information, clears and posts absences;
- Contacts parents and communicates with site administration regarding unexcused and excessive absences;
- Notifies parents and/or guardians of student absences for the purpose of maintaining accurate student counts;
- Sends legal letters for excessive absences as required and set forth by charter school policy and procedure;
- Works closely with the Principal and/or Assistant Principal in order to maintain accurate student counts;
- Prepares and maintains site monthly attendance reports and reconciles the report for any corrections;
- Researches discrepancies of attendance information and/or documentation for the purpose of ensuring accuracy of attendance data before processing;
- Provides requested information to site administration and/or charter school back office provider, as needed;
- Refers excessively truant students to Principal and/or Assistant Principal for further action;
- Maintains a variety of attendance records, schedules, and files (manual and computer) (e.g. contact and telephone logs, student attendance, etc.) for the purpose of ensuring accurate reporting of excused absences and truanancies;
- Enters and maintains accurate student data in the computerized student information system as mandated for all site, state, and federal reporting;
- Maintains confidential student records for the school, including records of all former students;
- Processes requests from other school districts for student records;
- Maintains and verifies student records for accuracy and completeness;
- Responsible for proper destruction of records, as mandated by charter school policy and state law;

May assist in the nurse's office in the absence of the Health Tech and/or the School Nurse; and Performs other related duties as assigned.

- Must have a high school diploma or equivalent; working toward a college degree is desirable;
- Must have a good working knowledge of filing systems, telephone techniques, and basic computer applications;

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- Two years general clerical work, with one-year experience in fiscal recordkeeping, confidential and student records is desirable.

#### Receptionist

Under the direction of the CEO/Principal, and the general supervision of the Office Manager, the Receptionist performs a wide variety of clerical and secretarial work for the school office and administrative staff.

Primary responsibilities include, but are not limited to:

- Perform a variety of clerical work including typing of letters, memoranda, lists, tests, and/or other material from written directions or examples;
- File and sort a wide variety of documents/materials (i.e. cumulative files);
- Assist office visitors by providing information on routine procedural questions;
- Answer telecommunication systems for the purpose of screening calls, transferring calls, responding to inquiries, and/or taking messages;
- Operate a variety of office equipment including word processors and/or computer terminals;
- Post information on bulletin boards; may distribute and sort incoming mail;
- Assist in providing timely and accurate distribution of materials;
- Assist in preparing and maintaining permanent student records for all students for the purpose of ensuring compliance with financial, legal, state, and federal requirements;
- Assist in preparing written materials (e.g. reports, memos, letters) for the purpose of documenting activities, providing written reference and/or conveying information;
- Assists in responding to inquiries of staff, other educational institutions, the public, parents, and students for the purpose of providing information and/or direction;
- Support other administrative personnel with duties and functions as requested;
- With supervision, assist school personnel in the nurse's office in the absence of the Health Technician;
- Provide relief for employee vacations, breaks, as required; and
- Perform other related duties as assigned.
- Must have a high school diploma or equivalent; working toward a college degree is desirable;
- Must have a good working knowledge of filing systems, telephone techniques, and basic computer applications;
- Knowledge of the operations, organization, rules, regulations, and laws governing charter schools;
- Must demonstrate abilities as follows:
  - Clearly communicate both verbally and in writing;
  - English usage including spelling, grammar, and basic math;
  - Type a minimum of 40 words per minute;
  - Organize and prioritize tasks;
  - Establish and maintain effective working relationships with all co-workers;
  - Deal with sensitive matters appropriately and exercises good judgment;

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- Learn about the local community in which the students and their families live and work;
- Operate personal computers using various word processing and spreadsheet programs, including but not limited to Microsoft Office Word, Access, PowerPoint and Excel, database software;
- The ability to continually maintain a solid working knowledge and application of skills in the newest technological software and hardware programs; and
- Learn the operations, organization, rules, regulations, and laws governing charter schools.

#### Health Technician

Under the general supervision or direction of the CEO/Principal, the Health Technician will carry out a variety of treatments and procedures necessary for providing health care services to meet the medical and physical needs of all students.

Primary responsibilities include, but are not limited to:

- Assists with coordination and organization of a variety of activities pertaining to the health appraisal screening of students, to include assisting in the screening of pupils for vision and hearing deficiencies;
- Screens student records for proper immunizations;
- Advises parents of needed immunizations, maintain communication with parents until records of immunizations are provided;
- Renders first aid to injured and ill students;
- Sterilizes, disinfects, and bandage cuts, abrasions, and burns;
- Observes for signs of shock and other emergency situations and record medical treatment administered;
- Administers medication supplied by the parent with written orders from a physician and signed consent of the parent; and
- Performs other related duties as required.
- Must have a high school diploma or its equivalent;
- College coursework in the Health Aide field is preferred. Actively enrolled in college and working toward a degree is preferable;
- Must possess a valid and current first aid certificate and a cardiopulmonary resuscitation certificate (CPR);
- Must possess demonstrated ability in the following areas, as the lead health technician:
  - Working knowledge of basic principles and practices of first aid, CPR, and health care practices;
  - Working knowledge of immunization laws and procedures;
  - Knowledge of community emergency medical resources;
  - Read prescriptions and directions from school nurse and physicians regarding treatment;
  - Learn and follow a variety of medical treatment and procedures of specialized health care services;
  - Learn terminology and operation procedures of a variety of health care equipment;

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- Knowledge of computer/word processor, spreadsheet, computer software applications, database and word processing programs;
- Proficient in English language usage, spelling, grammar, punctuation, and basic mathematics; and
- Maintain confidentiality, prepare and maintain accurate health records and reports.

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#### Lead Custodian

Under general supervision of the CEO/Principal, the Lead Custodian is responsible for maintaining a safe and sanitary environment for students and staff to learn and work in during the school day.

Primary responsibilities include, but are not limited to:

- Cleans and cares for facilities in order to ensure they are maintained in a safe and healthy manner;
- Creates and maintains sanitary environments in offices, classrooms, and restrooms;
- Maintains an inventory of instructional supplies, report needs to the Director of Business Services, and replenish as needed;
- Locks and unlocks doors and gates;
- Adjusts and arranges equipment;
- Replaces lights, as needed;
- Places garbage in outside storage bins;
- Cleans, washes, and disinfects drinking fountains;
- Performs and/or reports minor maintenance repairs;
- Maintains storage areas and cleaning equipment, organizes materials and supplies in a safe and orderly manner in order to ensure the safety of staff and students; and
- Performs other related duties as required.
- Must have a high school diploma or equivalent; higher education and/or college degree is desirable;
- Prefer minimum of three (3) years' experience in custodial work, preferably including one year in a supervisory capacity;
- Must demonstrate facilities and leadership abilities, including:
  - Understanding and following oral and written directions at a level required for successful job performance;
  - Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures. Knowledgeable in available and appropriate cleaning materials, disinfectants and equipment used in custodial work; and
  - Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools.

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#### Custodian



Under the direction of the CEO/Principal, and the general supervision of the Lead Custodian, the custodian assists the Lead Custodian in maintaining a safe and sanitary environment for students and staff to learn and work in during the school day.

Primary responsibilities include, but are not limited to:

- Performs general clean-up of all facilities (sweeps, mops, scrubs, polishes, vacuums, halls, offices, classrooms, restrooms, garbage and trash, walls, lunchroom);
- Maintains multi-purpose room floors, stages, lunchrooms, heating and air conditioning systems, or any other specialized tasks as appropriate;
- Prepares and sets up rooms for special meetings or events, parties or various other activities and cleans up afterwards which involves arranging seating, furniture, lights, sound;
- May work extra hours to accommodate after school activities and functions;
- Performs periodic major cleaning projects such as scrubbing walls, ceilings;
- May take charge in the absence of the Lead Custodian;
- Secures building against vandalism, locks and unlocks doors, turns off light switches and generally patrols the building and grounds;
- Performs minor repairs as able (i.e. windows, doors, switches, desks, tables, equipment and appliances, sinks, toilets, blinds, minor electrical and plumbing, walls, repair effects from minor break-ins and other vandalism); and
- Other duties as assigned.
- Must have a high school diploma or equivalent
- Minimum of one year experience in custodial work preferable
- Experienced in modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures. Knowledgeable about cleaning materials, disinfectants, and equipment used in custodial work. Preparation of combination locks and other equipment commonly found in public schools
- Operation of heating and ventilation equipment, door closures, combination locks and mechanical equipment commonly found in schools
- Must demonstrate ability as custodian, including the:
  - Ability to understand and follow oral and written directions at a level required for successful job performance;
  - Knowledge of modern cleaning methods and the preferred methods of cleaning and preserving floors, walls and fixtures; cleaning materials, disinfectants and equipment used in custodial work; and
  - Willingness to learn the operations, organization, rules, regulations, and laws governing charter schools.

Meal Manager

Under supervision of the Director of Business Services, the Meal Manager will work closely with teachers, administrators, and other team members in providing support to the school food services program and promote positive academic and behavioral support.

Primary responsibilities include, but are not limited to:

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- Maintain a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Manage interaction with the food vendor;
- Maintain thorough logs regarding food temperature, storage, etc.;
- Prepare and distribute meal menus to families for ordering;
- place orders with the food vendors;
- Arrange special lunches such as barbecues and pizza days;
- Actively participate with campus Wellness Committee to promote healthy lifestyle and eating habits;
- Serve a large volume of a variety of foods to students at school site as specified by the menus, recipes, and production records;
- Arrange food and beverage items for the purpose of serving them to students in an efficient manner;
- Making sure all students have the required components to qualify for a reimbursable meal;
- Receives and stores foods, condiments, and supplies to maintain adequate quantities and item security;
- Supervises and assists in clean-up of serving counters, milk cooler and cashier areas;
- Ensures that all transportation records are completed on a daily basis;
- Sets up food and food service areas and serves food;
- Utilizes kitchenware such as, but not limited to spatulas, tongs, spoons, and ladles;
- Practices safe food handling according to San Bernardino County Health Department, and National School Lunch Program guidelines;
- Monitors, reduces, and manages food waste;
- Cleans and sanitize pots, pans, and kitchen utensils;
- Performs and oversees daily, weekly, and monthly deep cleaning of the service areas;
- Disposes of waste according to the Food Services Operating Procedures, OSHA, the State, and San Bernardino County Health Department processes and procedures;
- Maintains food supply inventory;
- Performs related duties as assigned.

Instructional Aide/Proctor

Under supervision of the Director of Educational Programs, the Instructional Assistant / Supervision Aide will work closely with teachers, administrators, and other team members in providing positive academic and behavioral support.

Primary responsibilities include, but are not limited to:

- Participates in in-service training programs as requested by supervisor;
- Maintains safe working environment and encourages colleagues to be safety minded in the performance of all school-related duties;
- Performs other such duties and assignments as directed by the certified staff;
- Works with individual students or groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff;

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Primary responsibilities include, but are not limited to:  
 Maintain a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;  
 Serve a large volume of a variety of foods to students at school site as specified by the menus, recipes, and production records;  
 Arrange food and beverage items for the purpose of serving them to students in an efficient manner;  
 Making sure all students have the required components to qualify for a reimbursable meal;  
 Receives and stores foods, condiments, and supplies to maintain adequate quantities and item security;  
 Supervises and assists in clean-up of serving counters, milk cooler and cashier areas;  
 Ensures that all transportation records are completed on a daily basis;  
 Sets up food and food service areas and serves food;  
 Utilizes kitchenware such as, but not limited to spatulas, tongs, spoons, and ladles;  
 Practices safe food handling according to San Bernardino County Health Department, and National School Lunch Program guidelines;  
 Monitors, reduces, and manages food waste;  
 Cleans and sanitize pots, pans, and kitchen utensils;  
 Performs and oversees daily, weekly, and monthly deep cleaning of the service areas;  
 Disposes of waste according to the Food Services Operating Procedures, OSHA, the State, and San Bernardino County Health Department processes and procedures;  
 Maintains food supply inventory;  
 Performs related duties as assigned.

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- Assists the certified staff in implementing special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Monitors work and supervises curriculum-based testing and makeup work as assigned by the certified staff;
- Provides support to students with diverse learning needs in full-inclusion setting, including students with IEPs, and keep records of support provided, as needed and directed by certified staff
- Performs clerical, classroom maintenance, and other duties as assigned;
- Maintains open communication with teachers and other relevant staff to special information or significant events involving individual students
- Performs assigned supervision of students during lunch periods, play periods, and on field trips
- Must have a high school diploma or equivalent;
- Bachelor's degree preferred;
- Working knowledge of Google Educational Apps (Gmail, Google Drive, Google Docs, etc.) preferred;
- Understand basic numeracy and literacy; aptitude for the work to be performed including demonstrated competence in the content area(s) of the assigned classroom(s);
- Enjoys working with students who have a wide range of abilities and needs and come from diverse cultural backgrounds;
- Manage student concerns with fairness and patience;
- Demonstrate the initiative to tackle in-the-moment challenges independently;
- Possess good writing and communication skills.

#### Special Education Paraprofessional

Under supervision of the Director of Educational Programs and Special Education Teachers, the Special Education Aide will work closely with teachers, administrators, and other team members in providing and documenting positive academic and behavioral support. The Special Education Aide will perform responsible support and paraprofessional work assisting classroom teachers or other professionals to achieve instructional objectives; assisting students with disabilities with achieving established goals and with personal care and mobility.

Primary responsibilities include, but are not limited to:

#### General

- Maintains a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Demonstrates ethical behavior and confidentiality of information about students in school environment and community;
- Participates in in-service training programs as requested by supervisor;
- Maintains safe working environment and encourages colleagues to be safety minded in the performance of all school-related duties;
- Performs other such duties and assignments as directed by the certified staff;

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#### Playground Proctor

Under supervision of the Principal, the Proctor is responsible for enabling students, through meaningful playground leadership, to enjoy group interaction and physical exercise which are an integral part of the ASA Thrive educational program. The Proctor is responsible for providing a safe, clean and orderly lunch environment for all students. The Proctor will work cooperatively with and support all Teaching Staff.

Primary responsibilities include, but are not limited to:

- Monitor student behavior on the school campus during lunch and/or other recess periods;
- Coordinate with the CEO/Principal on enforcement of specific rules and regulations and report any behavior problems, accidents or exceptional incidents to the designated authority;
- Utilize appropriate disciplinary procedures and techniques in accordance with the ASA Thrive discipline plan;
- Encourage and promote courtesy and adherence to common safety standards among students;
- Organize group games and activities;
- Assume responsibility for playground equipment;
- Monitor students entering and exiting the playground while directing the students to follow schedules;
- Supervise students from their arrival in lunch line to their departure to playground or classroom;
- Teach students where to be in lines and where to sit in lunchroom;
- Know school safety procedures and emergency information;
- Maintain positive communication with students to meet their needs;

-----Page Break-----

-----Section Break (Continuous)-----

Wash tables, wipes up spills and teach good manners at lunch; ... [122]

Deleted: Under the direction of the CEO/Principal, and the general supervision of the Office Manager, the Receptionist performs a wide variety of clerical and secretarial work for the school office and administrative staff.

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- Assist students with personal care tasks, including but not limited to, lavatory, clothing, hygiene, diapering, toileting, and wash-up routines;
- Assist students with mobility needs such as, lifting and positioning students, lifting in and out of wheelchairs; loading and unloading on the bus; transporting students in and around the school and on field trips

*Instructional Support*

- Assist classroom teacher in performing specific duties as assigned or undertaking specialized tasks to achieve and enhance instructional and behavioral objectives;
- Provide programmed practice activities and repetitions as developed by teacher, therapist or pathologist;
- Assist with behavior modification as assigned by teacher;
- Works with individual students or groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff;
- Assists the certified staff in implementing special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Monitors work and supervises curriculum-based testing and makeup work as assigned by the certified staff;
- Provides support to students with diverse learning needs in full-inclusion setting, including students with IEPs, and keep records of support provided, as needed and directed by certified staff

*Clerical and Classroom Support*

- Performs clerical, classroom maintenance, and other duties as assigned;
- Maintains open communication with teachers and other relevant staff to special information or significant events involving individual students

*Supervisory Support*

- Performs assigned supervision of students during lunch periods, play periods, and on field trips

Meal Server

Under supervision of the Director of Business Services and the Meal Server will work closely with team members in providing support to the school food services program and promote positive academic and behavioral support.

Primary responsibilities include, but are not limited to:

- Maintain a growth mindset, engaging people and tasks with a willingness to learn, listen, reflect, share, and change;
- Serve a large volume of a variety of foods to students at school site as specified by the menus, recipes, and production records;
- Arrange food and beverage items for the purpose of serving them to students in an efficient manner;

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- Making sure all students have the required components to qualify for a reimbursable meal;
- Supervises and assists in clean-up of serving counters, milk cooler and cashier areas;
- Sets up food and food service areas and serves food;
- Utilizes kitchenware such as, but not limited to spatulas, tongs, spoons, and ladles;
- Practices safe food handling according to San Bernardino County Health Department, and National School Lunch Program guidelines;
- Monitors, reduces, and manages food waste;
- Cleans and sanitizes pots, pans, and kitchen utensils;
- Performs and oversees daily, weekly, and monthly deep cleaning of the service areas;
- Disposes of waste according to the Food Services Operating Procedures, OSHA, the State, and San Bernardino County Health Department processes and procedures;
- Maintains food supply inventory;
- Performs related duties as assigned.

### **Staff Recruitment and Selection**

The CEO/Principal will coordinate employment procedures, which may include, but are not limited to, the following:

- Assure equal opportunities and open process;
- Announce openings (use of EDJOIN, other recruitment sites/agencies, and website postings);
- Recruit applicants through various means (university contacts, job fairs, etc.);
- Request resumes, copies of credentials, and letters of reference;
- Verify previous employment and references;
- Form a pool of potential candidates;
- Review candidates' files and portfolios;
- Select interview questions;
- Interview candidates;
- The CEO/Principal has the ultimate responsibility for the hiring of all positions; and
- Prior to the first day of work for any potential employee, ASA Thrive performs all required background checks according to existing California State law (verify teaching credential, employment documents, medical clearance (TB), finger printing and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) and training, as required and drug-free environment requirement).

### **Staff Evaluation**

The evaluation of the teaching staff will be a collaborative effort based on the California Standards for the Teaching Profession:

- Standard One: Engaging & Supporting All Students in Learning
- Standard Two: Creating & Maintaining Effective Environments for Student Learning
- Standard Three: Understanding & Organizing Subject Matter for Student Learning

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**Deleted:** Primary responsibilities include, but are not limited to:<sup>¶</sup>  
 Perform a variety of clerical work including typing of letters, memoranda, lists, tests, and/or other material from written directions or examples;<sup>¶</sup>  
 File and sort a wide variety of documents/materials (i.e. cumulative files);<sup>¶</sup>  
 Assist office visitors by providing information on routine procedural questions;<sup>¶</sup>  
 Answer telecommunication systems for the purpose of screening calls, transferring calls, responding to inquiries, and/or taking messages;<sup>¶</sup>  
 Operate a variety of office equipment including word processors and/or computer terminals;<sup>¶</sup>  
 Post information on bulletin boards; may distribute and sort incoming mail;<sup>¶</sup>  
 Assist in providing timely and accurate distribution of materials;<sup>¶</sup>  
 Assist in preparing and maintaining permanent student records for all students for the purpose of ensuring compliance with financial, legal, state, and federal requirements;<sup>¶</sup>  
 Assist in preparing written materials (e.g. reports, memos, letters) for the purpose of documenting activities, providing written reference and/or conveying information;<sup>¶</sup>  
 Assists in responding to inquiries of staff, other educational institutions, the public, parents, and students for the purpose of providing information and/or direction;<sup>¶</sup>  
 Support other administrative personnel with duties and functions as requested;<sup>¶</sup>  
 With supervision, assist school personnel in the nurse's office in the absence of the Health Technician;<sup>¶</sup>  
 Provide relief for employee vacations, breaks, as required; and<sup>¶</sup>  
 Perform other related duties as assigned.<sup>¶</sup>  
 Must have a high school diploma or equivalent; working toward a college degree is desirable;<sup>¶</sup>  
 Must have a good working knowledge of filing systems, telephone techniques, and basic computer applications;<sup>¶</sup>  
 Knowledge of the operations, organization, rules, regulations, and laws governing charter schools;<sup>¶</sup>  
 Must demonstrate abilities as follows:<sup>¶</sup>  
 Clearly communicate both verbally and in writing;<sup>¶</sup>  
 English usage including spelling, grammar, and basic math;<sup>¶</sup>  
 Type a minimum of 40 words per minute;<sup>¶</sup>  
 Organize and prioritize tasks;<sup>¶</sup>  
 Establish and maintain effective working relationships with all co-workers;<sup>¶</sup>  
 Deal with sensitive matters appropriately and exercises good judgment;<sup>¶</sup>  
 Learn about the local community in which the students and their families live and work;<sup>¶</sup>  
 Operate personal computers using various word processing and spreadsheet programs, including but not limited to Microsoft Office Word, Access, PowerPoint and Excel, database software;<sup>¶</sup>

... [123]

- Standard Four: Planning Instruction & Designing Learning Experiences for All Students
- Standard Five: Assessing Student Learning
- Standard Six: Developing as a Professional Educator

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During each school year, teachers at ASA Thrive may establish goals for the year and fill out the evaluation instrument for Standards One (1) through Six (6). The purpose will be not only to establish goals, but also to communicate to the CEO/Principal how each teacher perceives their strengths and particular areas of focus for that specific school year, and how they will affect student learning.

Administrators will conduct both formal and informal classroom visits, including walk-throughs and conferences with teachers on an ongoing basis. These conferences will include collaborative discussions on effectiveness of lessons toward student achievement. Administrators will conduct an informal conference with each teacher to reflect on progress made regarding the California Standards for the Teaching Profession and how his/her goals impacted student achievement. The administrator may give a written evaluation to each teacher.

Assistance and Interventions for Teachers will include:

- Suggestions offered by administrator(s);
- Mentor program – teaming up a new teacher with a master teacher;
- Peer Visitation – teacher is released to view other teacher(s) performing model lessons;
- Consult with team partner(s), other grade level member(s), and/or a master teacher;
- Clinical supervision, visitation notes and conferences by administrator(s);
- Peer coaching by a master teacher;
- Substitute release days for planning, observation, articulation;
- Workshop/conference attendance; and
- Release time for professional development.

#### Assistance and Performance Review System for Classified Staff

The evaluation of the classified staff at ASA Thrive will be based on individual job description performance and informal walk-throughs.

#### Assistance and Interventions for Classified Staff

Resources for classified personnel will include:

- Workshops and training;
- Mentoring and conferencing with peers, teachers, and administrator(s); and
- Conflict resolution mediated by administrators.

#### Vendor Relationships

ASA Thrive will ensure due diligence is completed during the selection and evaluation of any contractor, consultant, or vendor providing services to the school. ASA Thrive will develop and implement a competitive Bidding Policy to safeguard the school's funds and promote transparency and accountability. When purchasing equipment, materials, supplies, or certain services, ASA Thrive will work to obtain the greatest possible value for the schools. When the competitive bid process is required, requests for bids or estimates will be published or advertised in the manner determined by the CEO/Principal or the Board of Directors. New contracts that exceed the threshold for the bid process must be scheduled, presented, and approved at a Allegiance STEAM Academy Board meeting.

Any related or affiliated party relationship must be disclosed to the District before entering into an agreement.

## ELEMENT 6

### Health and Safety

*“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” Education Code § 47605(b)(5)(F)*

#### **Health, Safety, and Emergency Plan**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall stock and maintain the required number and type of emergency epinephrine auto- injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CVUSD request.

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#### **FERPA**

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

#### **Criminal Background Clearances and Fingerprinting**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school-site services and/or any contact with students and has requested subsequent arrest notification



service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

### **Immunization and Health Screening Requirements**

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file. Student immunizations must be up-to-date and as required by law. ASA Thrive shall adhere to the new laws regarding immunizations (Senate Bill 277) to the extent applicable, which went into effect January 1, 2016:

- Prior to admission, parents must present proof of their child's immunization for polio, D.T.P., measles, mumps, rubella, Hepatitis B, Varicella (chickenpox) and any other immunizations required for enrollment in non-charter public schools;
- All incoming 7<sup>th</sup> grade students must additionally be immunized with a Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) vaccine booster; and
- Records of student immunizations will be maintained in the health office.

### **Safe Place to Learn Act**

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

### **Child Abuse Reporting**

ASA Thrive will adhere to the requirements of law regarding child abuse reporting. ASA Thrive shall provide all employees, and other persons working on behalf of ASA Thrive who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six

weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 and *Education Code* Section 44691. As noted in the CDE notice dated September 1, 2017, ("Annual Mandated Reporter Training") the mandatory obligation to report abuse and neglect is crystal clear and must be followed by all required school personnel. ASA Thrive will utilize the updated, more effective online training modules. All certificates of completion of the online training program will be kept in each employee's personnel files.

### **Facilities**

ASA Thrive will maintain a safe and healthy work and school environment. ASA Thrive will be located in the boundaries of the District. ASA Thrive will 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. ASA Thrive anticipates receiving a Field Act compliant facility from the District under Proposition 39.

ASA Thrive shall comply with the Healthy Food, Healthy Student Act (Ed. Code § 49430 et seq.) as applicable.

ASA Thrive will comply with Health and Safety Code section 118600 regarding single-user toilet facilities to the extent applicable.

### **Medication at School**

ASA Thrive will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Blood Borne Pathogens**

ASA Thrive shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Governing Board shall establish a written infectious control plan designed to protect employees and students 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 bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

### **Drug Free/Alcohol Free/ Smoke Free Environment**

ASA Thrive will function as a drug-free, alcohol-free and smoke-free environment. [All staff are required to participate in Drug/Alcohol/Smoke Free training within six weeks of commencing employment.](#)

### **Anti-Discrimination and Harassment Policies and Procedures**

ASA Thrive will be 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, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. ASA Thrive will have a comprehensive policy in place to prevent and immediately remediate any concerns about discrimination or harassment at ASA Thrive (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature will be taken very seriously and will be addressed in both the sexual misconduct policy and the *Employee Handbook*. ASA Thrive will immediately undertake a thorough and objective investigation of the harassment allegation(s).

### **Insurance Requirements**

No coverage will be provided to Allegiance STEAM Academy or ASA Thrive by the Chartering Agency under any of the Chartering Agency's self-insured programs or commercial insurance policies. ASA Thrive will secure and maintain, as a minimum, insurance as set forth below to protect ASA Thrive from claims which may arise from its operations.

It will be ASA Thrive's responsibility, not the Chartering Agency's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

ASA Thrive will maintain the following insurance policies:

1. Coverage of at least \$1,000,000 per occurrence and \$5,000,000 in total general liability insurance, providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of ASA THRIVE, its Corporate Board of Directors, officers, agents, employees, or students. The policy will name the Chartering Agency as an additional insured on such policy.
2. Workers' Compensation Insurance, in accordance with provisions of the California Labor Code, to protect ASA THRIVE from claims that may arise from its operations pursuant to the *Workers' Compensation Act* (Statutory Coverage). The Workers' Compensation Insurance coverage will also include Employers Liability coverage with limits of \$1,000,000 per occurrence, \$1,000,000 aggregate.
3. Crime policy coverage will be maintained by ASA THRIVE to cover all charter school employees who handle, process or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage will be \$50,000 per occurrence.

4. Professional Educators (Errors and Omissions) Liability coverage including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or by separate policy, with minimum limits of \$1,000,000 per occurrence.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

**Evidence of Insurance**

Upon receipt from the insurance carrier, ASA Thrive will furnish to the Chartering Agency within thirty (30) days of all new policies inception, renewals or changes, certificates of such insurance signed by authorized representatives of the insurance carrier.

## ELEMENT 7

### Racial and Ethnic Balance

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code § 47605 (b)(5)(G).*

ASA Thrive ~~strives to~~ have a broad representation of student demographics similar to that of the District. ASA Thrive will develop and implement an annual comprehensive student recruitment plan rooted in best practices for recruiting students to achieve a racial and ethnic balance similar to that of the District. The plan will be designed to ensure that outreach is targeted towards racially and ethnically diverse underserved students in the surrounding communities. Pupils can achieve the goal of becoming productive citizens in a multicultural world if they are educated in a multicultural environment. During the interest and enrollment periods, ASA Thrive will ensure it provides relevant enrollment information to inquiring families through its website and by assisting families in person, via email or over the phone as they navigate the recruitment process and requirements.

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ASA Thrive will continue to use a multitude of strategies to communicate with local families, organizations, and community leaders, including:

- School led tours;
- Providing opportunities for families to meet with school staff and current families and learn more about the academic program, school schedule, and other expectations;
- Evening and weekend events for all families of incoming and interested students;
- Active communication with families in multiple languages through monthly newsletter, weekly emails, school brochures, website, and various social media;
- Informational webinars, held in English and Spanish, to answer programmatic questions and assist families with the enrollment process;
- Advertisements and articles in local media including print, cable TV, and internet;
- Participation in community organizations, such as the Rotary, Chamber of Commerce, and Lions Club; and
- Flier and brochure distribution, in English and Spanish, outlining the school’s program and explaining that charter schools are public schools and cannot charge pupil fees for admission.

ASA Thrive’s outreach efforts seek to establish a racial and ethnic balance reflective of the general population residing within the District. ASA Thrive will make it a priority to dynamically recruit a diverse student population, including socioeconomically disadvantaged students and academically low-achieving students, reflective of similar racial and ethnic backgrounds of those residing in the District (as noted on the following page).

**CVUSD Demographic Data(2018-19)**

<b>School</b>	<b>Total</b>	<b>African American</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic</b>	<b>White</b>	<b>Two or More Races</b>
<a href="#">Alicia Cortez Elementary</a>	<b>566</b>	<a href="#">1.90%</a>	<a href="#">3.00%</a>	<a href="#">0.50%</a>	<a href="#">80.70%</a>	<a href="#">11.10%</a>	<a href="#">1.80%</a>
<a href="#">Anna A. Borba Fundamental Elementary</a>	<b>495</b>	<a href="#">0.60%</a>	<a href="#">2.20%</a>	<a href="#">0.40%</a>	<a href="#">92.70%</a>	<a href="#">3.20%</a>	<a href="#">0.20%</a>
<a href="#">Butterfield Ranch Elementary</a>	<b>711</b>	<a href="#">3.20%</a>	<a href="#">24.80%</a>	<a href="#">7.30%</a>	<a href="#">39.80%</a>	<a href="#">19.80%</a>	<a href="#">4.10%</a>
<a href="#">Cal Aero Preserve Academy</a>	<b>1,365</b>	<a href="#">9.30%</a>	<a href="#">23.90%</a>	<a href="#">9.10%</a>	<a href="#">33.60%</a>	<a href="#">20.50%</a>	<a href="#">2.60%</a>
<a href="#">Canyon Hills Junior High</a>	<b>1,087</b>	<a href="#">3.10%</a>	<a href="#">33.00%</a>	<a href="#">8.00%</a>	<a href="#">35.60%</a>	<a href="#">16.20%</a>	<a href="#">3.40%</a>
<a href="#">Chaparral Elementary</a>	<b>665</b>	<a href="#">4.50%</a>	<a href="#">18.60%</a>	<a href="#">5.90%</a>	<a href="#">52.50%</a>	<a href="#">14.90%</a>	<a href="#">3.00%</a>
<a href="#">Country Springs Elementary</a>	<b>610</b>	<a href="#">1.60%</a>	<a href="#">56.70%</a>	<a href="#">8.00%</a>	<a href="#">20.20%</a>	<a href="#">9.70%</a>	<a href="#">3.30%</a>
<a href="#">Dickson Elementary</a>	<b>556</b>	<a href="#">2.20%</a>	<a href="#">2.20%</a>	<a href="#">1.30%</a>	<a href="#">86.70%</a>	<a href="#">6.50%</a>	<a href="#">0.50%</a>
<a href="#">E. J. Marshall Elementary</a>	<b>430</b>	<a href="#">2.10%</a>	<a href="#">3.70%</a>	<a href="#">0.90%</a>	<a href="#">84.40%</a>	<a href="#">7.90%</a>	<a href="#">0.90%</a>
<a href="#">Eagle Canyon Elementary</a>	<b>601</b>	<a href="#">1.20%</a>	<a href="#">28.50%</a>	<a href="#">5.30%</a>	<a href="#">45.10%</a>	<a href="#">15.60%</a>	<a href="#">4.20%</a>
<a href="#">Edwin Rhodes Elementary</a>	<b>939</b>	<a href="#">6.00%</a>	<a href="#">22.70%</a>	<a href="#">7.20%</a>	<a href="#">44.60%</a>	<a href="#">16.70%</a>	<a href="#">1.50%</a>
<a href="#">Gerald F. Litel Elementary</a>	<b>537</b>	<a href="#">2.60%</a>	<a href="#">24.80%</a>	<a href="#">5.20%</a>	<a href="#">39.90%</a>	<a href="#">23.50%</a>	<a href="#">2.40%</a>
<a href="#">Glenmeade Elementary</a>	<b>500</b>	<a href="#">1.40%</a>	<a href="#">6.80%</a>	<a href="#">4.00%</a>	<a href="#">66.40%</a>	<a href="#">18.20%</a>	<a href="#">2.00%</a>
<a href="#">Hidden Trails Elementary</a>	<b>466</b>	<a href="#">3.40%</a>	<a href="#">39.90%</a>	<a href="#">9.00%</a>	<a href="#">30.30%</a>	<a href="#">13.90%</a>	<a href="#">3.00%</a>
<a href="#">Howard Cattle Elementary</a>	<b>683</b>	<a href="#">3.10%</a>	<a href="#">6.70%</a>	<a href="#">5.30%</a>	<a href="#">62.50%</a>	<a href="#">21.40%</a>	<a href="#">0.70%</a>
<a href="#">Levi H. Dickey Elementary</a>	<b>491</b>	<a href="#">1.80%</a>	<a href="#">1.00%</a>	<a href="#">0.00%</a>	<a href="#">84.70%</a>	<a href="#">12.00%</a>	<a href="#">0.20%</a>
<a href="#">Liberty Elementary</a>	<b>630</b>	<a href="#">3.70%</a>	<a href="#">7.50%</a>	<a href="#">3.50%</a>	<a href="#">73.80%</a>	<a href="#">10.00%</a>	<a href="#">1.10%</a>
<a href="#">Lyle S. Briggs Fundamental</a>	<b>808</b>	<a href="#">0.40%</a>	<a href="#">3.00%</a>	<a href="#">0.50%</a>	<a href="#">74.30%</a>	<a href="#">21.00%</a>	<a href="#">0.40%</a>
<a href="#">Magnolia Junior High</a>	<b>793</b>	<a href="#">2.10%</a>	<a href="#">2.60%</a>	<a href="#">1.80%</a>	<a href="#">81.20%</a>	<a href="#">10.70%</a>	<a href="#">1.30%</a>
<a href="#">Michael G. Wickman Elementary</a>	<b>882</b>	<a href="#">3.10%</a>	<a href="#">42.10%</a>	<a href="#">6.70%</a>	<a href="#">26.40%</a>	<a href="#">16.00%</a>	<a href="#">4.20%</a>
<a href="#">Newman Elementary</a>	<b>581</b>	<a href="#">1.40%</a>	<a href="#">3.10%</a>	<a href="#">1.00%</a>	<a href="#">80.70%</a>	<a href="#">11.70%</a>	<a href="#">1.40%</a>
<a href="#">Oak Ridge Elementary</a>	<b>634</b>	<a href="#">2.70%</a>	<a href="#">25.10%</a>	<a href="#">4.60%</a>	<a href="#">35.50%</a>	<a href="#">29.70%</a>	<a href="#">1.90%</a>
<a href="#">Ramona Junior High</a>	<b>574</b>	<a href="#">1.20%</a>	<a href="#">2.30%</a>	<a href="#">1.00%</a>	<a href="#">88.30%</a>	<a href="#">7.10%</a>	<a href="#">0.00%</a>
<a href="#">Robert O. Townsend Junior High</a>	<b>1,074</b>	<a href="#">3.40%</a>	<a href="#">18.20%</a>	<a href="#">7.70%</a>	<a href="#">44.10%</a>	<a href="#">22.10%</a>	<a href="#">3.70%</a>
<a href="#">Rolling Ridge Elementary</a>	<b>583</b>	<a href="#">2.10%</a>	<a href="#">33.60%</a>	<a href="#">9.80%</a>	<a href="#">37.40%</a>	<a href="#">11.70%</a>	<a href="#">4.80%</a>
<a href="#">Walnut Avenue Elementary</a>	<b>620</b>	<a href="#">1.80%</a>	<a href="#">2.90%</a>	<a href="#">1.00%</a>	<a href="#">90.60%</a>	<a href="#">2.90%</a>	<a href="#">0.50%</a>
<a href="#">Woodcrest Junior High</a>	<b>413</b>	<a href="#">1.50%</a>	<a href="#">4.60%</a>	<a href="#">2.20%</a>	<a href="#">83.80%</a>	<a href="#">7.00%</a>	<a href="#">0.50%</a>
<a href="#">Chino Valley Unified</a>	<b>27,590</b>	<a href="#">3.30%</a>	<a href="#">16.60%</a>	<a href="#">4.90%</a>	<a href="#">56.20%</a>	<a href="#">16.00%</a>	<a href="#">2.10%</a>
<a href="#">Allegiance STEAM Academy - Thrive</a>	<b>473</b>	<a href="#">3.20%</a>	<a href="#">14.60%</a>	<a href="#">2.70%</a>	<a href="#">60.00%</a>	<a href="#">17.80%</a>	<a href="#">0.80%</a>

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Additionally, ASA Thrive will make every effort to ensure that our subgroup population is similar to that of the District. For ASA Thrive's first year (2018-19), the demographic data are as follows:

	Hispanic	Black	White	Asian	Students with Disabilities	Socioeconomically Disadvantaged	English Learners
CVUSD	56.3%	3.3%	16%	16.5%	12.5%	47.6%	11.3%
ASA Thrive	60%	3.6%	17%	17.3%	13.1%	34%	4%

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## ELEMENT 8

### Admission Requirements

*“Admission requirements, if applicable.” Education Code § 47605(b)(5)(H)*

#### McKinney-Vento Homeless Assistance Act

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

#### Non-Discrimination Statutes and Affirmations

ASA Thrive 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. ASA Thrive may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

ASA Thrive shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

#### Admission Process

For admission to ASA Thrive, students must apply directly to the school. ASA Thrive uses open enrollment admission policy for all California students, and does not discriminate on the basis of residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief, 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 characteristics described in Ed Code 220. ASA Thrive will not charge tuition.

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ASA Thrive shall maintain complete and accurate records of its annual admissions and enrollment processes.

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. As noted above, students and their parent(s)/guardian(s) must complete an application and submit it directly to ASA Thrive. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In accordance with California State Education Code 47605 (d) (2), a public random drawing shall be used when admissions requests exceed the available space. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the District-approved exemptions. Admission preferences in the case of a public random lottery will be given to the following students in the order below:

- a. Currently enrolled students (exempt from lottery);
- b. Siblings of currently enrolled students (exempt from lottery; the purpose of this exemption is to keep families together and is permissible if approved by the chartering authority pursuant to Education Code section 47605(d)(2)(B));
- c. Children of ASA Thrive staff (exempt from lottery; shall not exceed 10% of total enrollment);
- d. Children residing within CVUSD boundaries (2:1 weighting in lottery); and
- e. If the Charter School is physically located in the attendance area of a District public elementary school in which at least 50% of the enrollment is eligible for free and reduced price lunch, then students currently enrolled in that school and **students who reside in that elementary school attendance area** will be given preference in accordance with Education Code Section 47605.3 (3:1 weighting in lottery).

**Deleted:** and children of Founding Members and Founding Board of Directors combined

These admissions preferences provide for siblings of current students to attend the Charter School so as not to split families between various schools. For employees of the Charter School, these preferences would provide an opportunity for their children to attend the Charter School, while not exceeding 10% of the total enrollment. Preferences for siblings of students currently enrolled will help ensure buy-in and pride in the educational community.

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ASA Thrive and the District shall mutually agree that the preferences in the ASA Thrive public random drawing as listed above are consistent with Education Code Section 47605(d)(2), and applicable federal law and non-regulatory guidance.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall have the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstances will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the intent to enroll form and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The lottery shall take place within one-hundred twenty (120) calendar days of the closing of the open enrollment period. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. Families do not have to be present to participate in the lottery drawing. Those individuals whose names are drawn after all spaces have been filled shall be placed on the waiting list in the order drawn, except if the preferences described above require otherwise. The waiting list shall expire at the end of each school year. Students remaining on the waiting list at the end of each school year must go through the open enrollment process for the upcoming school year, if they remain interested in attending the school.

All lottery protocols may be refined as deemed necessary by the Board of Directors.

Families promoted from the waiting list will be contacted when there is an opening. Contact may include email, personal phone call, and/or U.S. Postal Service. Parents/Guardians will have five (5) business days from the date of first notification to respond. In addition, the school will attempt at least one (1) additional occasion to contact the parent(s)/guardian(s) of students promoted from the waiting list during the five (5) day period. Those families not responding within the five (5) day period will forfeit their right to enroll their student in the school, and the next student on the waiting list will be contacted to fill the open position. Parents who forfeited their right to accept enrollment, but are still interested in enrolling at ASA Thrive at another time, must reapply.

*Enrollment and Orientation*

After admission, students will be required to submit an enrollment packet, which shall include the following:

- Student enrollment form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum age requirements;
- Release of educational records (from previous schools).

ASA Thrive shall provide orientation information to parents and students that explains the instructional program and policies, including, but not limited to the following:

- Student behavior codes, including the suspension and expulsion provisions;
- Student dress codes;

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The Founding Members of ASA Thrive will be comprised of a group of parents and community members that provide significant assistance initially in the development of the school. The group will also be instrumental in helping to foster a school environment that allows students to achieve high academic standards and become well prepared for their futures. Persons interested in being designated as Founder Members shall complete an interview process consisting of a formal application and interviews with the Board of Directors and CEO/Principal. The interview process will be used to determine each individual’s commitment to the Allegiance STEAM Academy’s vision, mission, and values as well as his/her ability to ensure the successful opening and operation of ASA Thrive. The selection of Founding Members must be completed at a meeting of the Board of Directors.

All Founders must be designated before the date of the school’s initial lottery. Designation as a charter school Founder shall not be conferred upon anyone after the date of the school’s initial lottery. Designation as a charter school Founder will not be conferred upon any individual due to financial donations to the school.

Founding Members will:

- Attend Founding Member Group meetings and/or functions;
- Serve on at least one major start-up committee;
- Participate and/or work at ASA Thrive fundraisers, information meetings, and enrollment sessions;
- Inform others about ASA Thrive;
- Stay informed of all activities pertaining to the Charter; and
- Inform others about ASA Thrive in a positive manner;

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- o Student attendance policy;
- o Parental involvement opportunities;
- o Care of school property; and
- o Commitment to the academic program.

**Pupil Fees**

ASA Thrive will comply with the article IX, section 5 of the California Constitution, Education Code Section 49010, and Title 5, California Code of Regulations, Section 350, which specifically states:

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*“A pupil enrolled in a school shall not be required to pay any fee, deposit, or other charge not specifically authorized by law.”*

ASA Thrive students shall not be *required* to pay a fee for participation in any educational activity offered by the school that is an integral fundamental part of education.

Among the fees that ASA Thrive will not charge are:

- o Requiring volunteer hours by a parent or student;
- o Requiring uniforms to be purchased from a specific vendor;
- o Requiring the purchase of a cap and gown to participate in promotion ceremonies;
- o Deposits to ensure reimbursement for the loss or damage of school property;
- o Charges for textbooks and workbooks;
- o Fees to attend summer school;
- o Membership or other fees required to participate in student body or any student organization as a condition of enrollment;
- o Charges (including required donations to booster clubs) for participation in athletic or other curricular or extracurricular activities sponsored by the school; and
- o Requiring donations of school supplies or that students supply their own school supplies.

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The prohibition on “pupil fees” does not prohibit imposition of a fee, deposit or other charge otherwise allowed by law (Education Code Section 49011(e)). ASA Thrive may, but is not required to, charge the following fees:

- o Food - Charges for food served to pupils, subject to free and reduced price meal program eligibility and other restrictions specified in law. (Ed. Code, §§ 38082 and 38084.);
- o Field trips - Fees for field trips and excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or school band activities so long as no pupil is prevented from making the field trip or excursion because of lack of sufficient funds. (Ed. Code, § 35330(b);
- o School Camp Programs - Fees for outdoor science school camp programs, so long as no pupil is denied the opportunity to participate because of non-payment of the fee. (Ed. Code,

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§ 35335.);

- After School Programs - Fees for After School Education and Safety Programs, so long as any such fees are waived or reduced for pupils who are eligible for free or reduced-price meals. (Ed. Code, § 8482.6); and
- Lost or Damaged Property - Payment for the replacement cost for district books, supplies or property loaned to a pupil that the pupil fails to return, or that are willfully cut, defaced or otherwise injured, up to an amount not to exceed \$10,000, adjusted annually for inflation. (Ed. Code, §§ 19911 and 48904.).

ASA Thrive can solicit voluntary donations of funds or property, and voluntary participation in fundraising activities.

Families in need financial assistance, scholarships, or support for programs and activities to ensure their child's full access to school-related activities will be encouraged to complete a [Financial Assistance](#) Request Form which will be available on the homepage of our school website. Families may also contact their classroom teacher, administrators, or counselor for assistance.

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## ELEMENT 9

### Financial Audits

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

The following reports will be submitted to CVUSD, in the required format and within timelines to be specified by CVUSD, each year:

- Preliminary Budget: by July 1 of each fiscal year;
- First Interim Report: by December 15, reflecting changes through October 31;
- Annual Audit: by December 15, reflecting the prior fiscal year ending June 30;
- P-1 Attendance Report – each January, reflecting attendance through the last full school month ending prior to December 31;
- Second Interim Report: by March 15, reflecting changes through January 31;
- P-2 Attendance Report – each April, reflecting attendance through the last full school month ending prior to April 15;
- Annual/P-3 Attendance Report – each June, reflecting entire year’s attendance;
- Annual Update (Local Control Accountability Plan) – annually by July 1, as required pursuant to Education Code section 47606.5;
- Final Unaudited Report: by September 15, reflecting the entire fiscal year through June 30;
- Instructional Calendar: as required by the District; and
- Other reports as requested by the District.

ASA Thrive will be an independent, directly funded charter school operating in the District boundaries. The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) and 47605(m) as they are amended from time to time. An accountant certified by the State of California and approved by the State Controller with knowledge of an educational institution’s school budget and accounting procedures will conduct the independent audit.

### **Oversight**

In accordance with Education Code § 47613, the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School, or up to three (3) percent in the case that the District provides substantially rent- free facilities for use by ASA Thrive. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

It is clear to ASA Thrive that transparency and accountability remain key factors in a positive, collaborative relationship between charter schools and authorizing agencies. In order to promote a working relationship centered on strong internal controls and financial stewardship, ASA Thrive offers to fund one (1) full-time position within the District. The position, to be hired, managed, and evaluated by the District, would be responsible for serving as a liaison between ASA Thrive and CVUSD. The total amount to be paid from ASA Thrive to CVUSD in order to fund this position shall not exceed \$150,000 annually and as noted in budget item 5106. ASA Thrive shall provide the selected liaison with regular updates, including monthly financial records as reported during ASA Thrive Board meetings.

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## ELEMENT 10

### Student Suspension and Expulsion

*“The procedures by which pupils can be suspended or expelled.” Education Code § 47605(b)(5)(J)*

#### General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and the District’s current policies, including Student Conduct (BP 5131), Student Discipline (BP 5144), and Student Suspension and Expulsion/Due Process (BP 5144.1)

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post- expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

#### Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s

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Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- Was the misconduct a direct result of the Charter School's failure to implement 504?

### **Notification of the District**

Upon expelling any student, Charter School shall notify CVUSD by submitting an expulsion packet immediately or as soon as practicable, which shall contain:

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed;
- Copy of parental notice of expulsion hearing;
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment;
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP;
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - Was the misconduct caused by, or directly and substantially related to the student's disability?
  - Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the CVUSD as indicated above, if the student is a resident of a school district other than CVUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.



### **Rehabilitation Plans**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **Readmission**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **Reinstatement**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **Gun-Free Schools Act**

Charter School shall comply with the federal Gun-Free Schools Act.

### **Suspension and Expulsion Policy**

The Charter School espouses a policy of positive reinforcement, intervention and social and emotional support to elicit positive behavior from students. All measures will be taken to find alternatives to suspension, especially when behavior issues are related to low academic achievement and attendance related concerns through intervention. The counselor parental communication will help prevent suspensions and other disciplinary

actions. Professional development for faculty and staff will include strategies to encourage responsible student behavior and make punitive measures unnecessary.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments meet legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the CEO's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student 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: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; and/or d) during, going to, or coming from a school-sponsored activity.

*Enumerated Offenses*

1. 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) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
  - (k) (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
  - 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, or both.
- 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” will 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 will 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 will 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 will 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.
  - 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:
    - 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.
  - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - 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 will not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) 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 will be subject to discipline pursuant to subdivision (1)(a).
- x) 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 CEO/Principal or designee's concurrence.

2. 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 CEO/Principal or designee's concurrence.

3. 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) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (k) (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph shall become inoperative on July 1, 2018, unless a later enacted statute that becomes operative before July 1, 2018, deletes or extends that date.
- 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, or both.
  - 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” will 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 will 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 will 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 will apply to pupils in any of grades 4 to 8, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - 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.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- 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 will not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) 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 will be subject to discipline pursuant to subdivision (3)(a).

- x) 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 CEO/Principal or designee's concurrence.

4. 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 CEO/Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm 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 will be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (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.

### **Suspension Procedures**

Suspensions will be initiated according to the following procedures:

#### 1. Conference

Suspension will be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and parents and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student will be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil will be informed of the reason for the disciplinary action and the evidence against him or her and will be given the opportunity to present his or her version and evidence in his or her defense. This conference will be held within two (2) 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 Charter School officials. Reinstatement of the suspended pupil will not be contingent upon attendance by the pupil’s parent or guardian at the conference.

## 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian will be notified in writing of the suspension and the date of return following suspension. This notice will 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 Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, will not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending 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.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence may be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension may be extended pending the results of an expulsion hearing.

### **Authority to Expel**

Deleted:

A student may be expelled either by the Allegiance STEAM Academy Board of Directors following a hearing before it or by the Allegiance STEAM Academy Board of Directors upon the recommendation of an Administrative Panel to be assigned by the CEO/Principal or designee as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Allegiance STEAM Academy Board of Directors.

The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

**Expulsion Procedures**

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

Deleted:

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing will be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. The decision of the administrative panel, and written recommendation to the Board shall be made within three (3) days of the hearing.

Written notice of the hearing will 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 will be deemed served upon the pupil. The notice will 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 Charter 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 Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
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; and
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**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to: (a) receive five (5) days' notice of his/her scheduled testimony; (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness will be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The entity/person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity/person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing will 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 will admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing will preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person will be presented before the testimony of the complaining witness and the complaining witness will be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness will have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and will 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 circumstance can be made, the witness will 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 will be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **Record of Hearing**

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

#### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact will be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel will be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a

sexual battery as defined in Education Code Section 48900, a complaining witness will have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel will be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Allegiance STEAM Academy Board of Directors will be made within ten (10) school days following the conclusion of the hearing. The decision of the Allegiance STEAM Academy Board of Directors is final.

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

#### **Written Notice to Expel**

The Principal or designee, following a decision of the Board to expel, will send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice will also include the following: (a) Notice of the specific offense committed by the student; and (b) 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.

The Principal or designee will send a copy of the written notice of the decision to expel to the District. This notice will include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

#### **Disciplinary Records**

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

#### **Right to Appeal**

ASA Thrive firmly believes in the democratic and judicial processes as well as due process. ASA Thrive seeks to collaborate with the District to create and implement the procedures and timeline for student appeals from expulsion to be heard from the District if they so choose to be the responsible body.

#### **Expelled Pupils and Alternative Education**

Parents/guardians of pupils who are expelled will be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School will work cooperatively with parents/guardians, as requested by parents/guardians, or by the school district of residence to assist with locating alternative placements during expulsion.

**Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

1. Notification of SELPA

The Charter School will 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.

2. Services during Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team will 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:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
- b. 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 will 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, ASA Thrive must take immediate steps to remedy those deficiencies. Steps may include:

- a. 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;
- b. 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
- c. 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 direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

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 student will remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), 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.

#### 5. Special Circumstances

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

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

- 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 18 USC 1365(h)(3), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

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

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if the Charter School had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of the Charter School includes:

- o The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of the Charter School that the child is in need of special education and related services.
- o The parent/guardian has requested a special education evaluation of the child.
- o The student is in the process of being assessed for special education.
- o The student has a section 504 plan.
- o The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of

special education of the Charter School or to other supervisory personnel of the Charter School.

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 will proceed with the proposed discipline. The Charter School will conduct an expedited evaluation if requested by the parents; however, the student will remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School will 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 11

### Retirement Programs and Benefits

*“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.” Education Code § 47605(b)(5)(K)*

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

#### Mandatory Benefits for all Full-Time Staff Members

ASA Thrive will provide mandatory benefits in accordance to the law. These include:

- Workers’ Compensation Insurance;
- Unemployment Insurance;
- Medicare; and
- Social Security, if applicable to the position.

#### Health Benefits

ASA Thrive will provide eligible employees (full-time employees working 30 hours or more per week) with a comprehensive health benefits package (medical, dental, vision, and related benefits). Eligibility for health benefits will be articulated in the ASA Thrive Staff handbook.

#### Retirement Programs

ASA Thrive will offer social security benefits and may also offer additional retirement programs (e.g. State Teachers Retirement System (“STRS”)). [All eligible certificated](#)

employees of ASA Thrive will participate in the State Teacher's Retirement System ("STRS"). Employees will contribute the required percentage and ASA Thrive will contribute the employer's portion on all creditable compensation. All withholdings and earnings information will be forwarded to the appropriate fund as required. Employees of ASA Thrive will accumulate service credit years in the same manner as all other members of the retirement programs. The retirement program contributions will be reported through the San Bernardino County Office of Education (SBCOE).

All eligible classified employees of ASA Thrive will participate in the Public Employees' Retirement System ("PERS"). Employees will contribute the required percentage and ASA Thrive will contribute the employer's portion on all creditable compensation. All withholdings and earnings information will be forwarded to the PERS fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. PERS contributions will be reported through the appropriate PERS-approved agency.

**Deleted:** All eligible certificated employees of ASA Thrive will participate in the State Teacher's Retirement System ("STRS"). Employees will contribute the required percentage and ASA Thrive will contribute the employer's portion on all creditable compensation. All withholdings and earnings information will be forwarded to the STRS fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS. STRS contributions will be reported through the →  
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## **ELEMENT 12**

### **Attendance Alternatives**

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Education Code § 47605(b)(5)(L)*

No student may be required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on enrollment forms that the students have no right to admission in a particular school of a 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.

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

### **ELEMENT 13**

#### **Employee Return Rights**

*“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.” Education Code § 47605 (b)(5)(M)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

**ELEMENT 14**  
**Dispute Resolution**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Education Code § 47605(b)(5)(N)*

The staff and Governing Board members of ASA Thrive agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ASA Thrive except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and ASA Thrive shall be resolved in accordance with the procedures set forth below:

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

ASA Thrive C/O CEO

~~5862 C St~~  
~~Chino, CA 91710~~

Chino Valley Unified School District C/O Superintendent  
5130 Riverside Drive  
Chino, CA 91710

- o 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 by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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- 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.

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### **Internal Disputes**

All internal disputes between faculty, staff, parents, administrators, and/or Board members of the Charter School will be resolved by the school according to the school's own internal policies. The Chartering Agency will not be involved with internal disputes of the school unless the school requests the Chartering Agency involvement, or unless the internal dispute relates to one of the reasons under Education Code § 47607 for which a charter may be revoked. Neither the District nor the Charter School can guarantee timely resolution of disputes when the parties are in disagreement and mediation fails because neither party can control the time for judicial review.

This will not inhibit or restrict in any way the Chartering Agency's ability to ensure compliance with the charter or state and federal law. In fact, this specifically allows the Chartering Agency to intervene even in internal disputes if they are related to one of the reasons for which a charter can be revoked. These reasons include, but are not limited to, violation of the law, violations of the charter, health and safety issues, and financial mismanagement.

### **Grievance Procedures**

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

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

**Disputes Relating to Charter Revocation**

The District will follow all procedures contained in Education Code § 47607 and the corresponding implementing regulations approved by the State Board of Education in the event that it initiates the charter revocation process. If the district believes that the issue could result in revocation, that should be noted in the Notice, but participation in the dispute resolution procedures as outlined shall not be interpreted to impede or serve as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

## **ELEMENT 15**

### **School Closure Protocol**

*“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.” Education Code § 47605(b)(5)(O)*

### **Revocation of the Charter**

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter;
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter;
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement; and
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the CVUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the CVUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the CVUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the CVUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **Closure Procedures**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Last Reviewed September 9, 2016)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### *Designation of Responsible Person(s) and Funding of Closure*

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the CVUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### *Notification of Closure Action*

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- The Chino Valley Unified School District (CVUSD). Charter School shall provide the CVUSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CVUSD with a copy of the governing board resolution or minutes that documents its Closure Action;
- Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CVUSD;
- San Bernardino County Office of Education (SBCOE). Charter School shall send written notification of the Closure Action to SBCOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CVUSD;
- The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CVUSD;
- The retirement systems in which Charter School’s employees participate. Within fourteen

(14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CVUSD;

- The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CVUSD;
- Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CVUSD; and
- All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CVUSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

- The effective date of the closure of Charter School;
- The name(s) and contact information for the person(s) handling inquiries regarding the closure;
- The students' school districts of residence; and
- How parents/guardians of all students may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification of the CDE shall also include:

- A description of the circumstances of the closure; and
- The location of student and personnel records.

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- Information on how to enroll or transfer the student to an appropriate school;
- A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information;
- Information on student completion of college entrance requirements for all high school students affected by the closure.

Notification of employees and vendors shall include:

- The effective date of the closure of Charter School;
- The name(s) and contact information for the person(s) handling inquiries regarding the closure; and
- The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CVUSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

- Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure;
- Charter School's process for transferring student records to receiving schools shall be in accordance with CVUSD procedures for students moving from one school to another;
- Charter School shall prepare and provide an electronic master list of all students to the CVUSD in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known;
- Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CVUSD for the delivery and/or pickup of student records;
- Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing;
- Charter School must provide to the CVUSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I

- records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance;
- Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures; and
  - Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

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### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

- An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value;
- An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations; and
- An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not CVUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- Preliminary budgets;
- Interim financial reports;
- Second interim financial reports; and
- Final unaudited reports.

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

*Disposition of Liabilities and Assets*

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements;
- The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted;
- The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law; and
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.



Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide CVUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

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

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

### Administrative Services

*“The manner in which administrative services of the school are to be provided.” Education Code § 47605(g)*

The Board of Directors will set the Charter School’s administrative and fiscal policy. ASA Thrive’s CEO/Principal will ensure that the educational philosophy and mission will be implemented. The CEO/Principal will oversee the day-to-day operation of the school. ASA Thrive may contract with an experienced back office service provider to work in conjunction with our in-house Business Services and/or Human Resources/Payroll Departments to perform all day-to-day administrative functions. **ASA Thrive will not create or join a Charter Management Organization (CMO), while CVUSD is the authorizing agency.**

### Accounting and Business Services

The Allegiance STEAM Academy Board of Directors will oversee the work of ASA Thrive’s in-house and/or back office service provider, including, but not limited to: government financial reporting, general accounting, payroll, accounts payable/receivable, budget development assistance, and attendance reporting. Consultants may also assist ASA Thrive staff and the Board of Directors on business issues that could arise during the year. ASA Thrive’s in-house business department and/or back office service provider will create and monitor the annual budget providing monthly financials and cash flow projections.

ASA Thrive will provide its own financial/business services with the assistance of Charter Impact. All financial reporting, including budgets, ADA reports, and retirement reporting, will be implemented in accordance with state law and regulations.

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In addition, at this time, it is expected that ASA Thrive will provide its own services and technical assistance that may include but is not limited to: leadership and professional staff development; marketing; grant applications; facilities assistance; data analysis; charter petitions and related documents; and human resources and business.

### Criteria for Contract Services

ASA Thrive will ensure that all contractors at ASA Thrive perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. ASA Thrive will approve only responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement, and in compliance with conflict of interest laws referenced herein and the organization’s policies. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

**Facilities**

*“The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code § 47605(g)*

ASA Thrive will submit a request for facilities pursuant to Proposition 39 annually, pursuant to Section 47605 of the Education Code, ASA Thrive seeks to utilize the District’s El Rancho campus. ASA Thrive looks forward to working with the District to continue the use of this, suitable location to house the projected enrollment contained in the charter petition.

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In the event that Proposition 39 facilities are not requested or provided, ASA Thrive will locate in a private facility in compliance with the California State Building Code. At this time, ASA Thrive anticipates it would need approximately 120,000 square feet in order to house the number of students anticipated to enroll in the school during its first year of its renewed term. If necessary, ASA Thrive will retain a licensed realtor.

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In the event that a private facility is required, ASA Thrive will seek to have the landlord pay for all tenant improvements necessary to convert the facility for the charter school’s use. The tenant improvements will be done in a manner that will ensure that the facility is compliant with the California State Building Code for educational use. Any private facility will also comply with local zoning, unless a zoning exemption is approved pursuant to the Government Code.

## Financial Statements

*“The petitioner or petitioners shall also 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 § 47605(g)*

The following documents can be found in the Appendix:

- Five (5) Year Budget Projection;
- Five (5) Year Revenue Projection;
- Five (5) Year Expense Detail;
- Model Assumptions;
- Budget Notes;
- Enrollment Assumptions;
- Payroll and Staffing Detail;
- Five (5) Year Cash Flow Projections; and
- Local Control Funding Formula (LCFF) Schedule.

These documents are based upon the best data available to the petitioners at this time, including the most recent Local Control Funding Formula (LCFF) projections.

### **Potential Civil Liability Effects**

*“Potential civil liability effects, if any, upon the school and upon the District.” Education Code Section 47605(g)*

### **Intent**

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provide information regarding the proposed operation and potential effects of the Charter School on the District.

### **Civil Liability**

The ASA Thrive Charter School shall be operated by Allegiance STEAM Academy, a California non-profit public benefit corporation. The 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). The specific purpose of this corporation is to manage, operate, guide, direct, and promote one or more California public charter schools.

Pursuant to Education Code Section 47604(c), 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. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School. To the fullest extent permitted by law, ASA Thrive does hereby agree, at its own expense, to indemnify, defend and hold harmless the chartering agency and its members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter. ASA Thrive further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the chartering agency and its members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by ASA Thrive and/or its officers, directors, employees or volunteers. Moreover, ASA Thrive agrees to indemnify, defend and hold harmless the chartering agency and its members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with ASA Thrive’s vendors, contractors, partners or sponsors.

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