

ABLE CHARTER SCHOOL

THE FIRST OF A FAMILY OF CHARTER SCHOOLS

OPERATED BY LEGACY PUBLIC CHARTER SCHOOLS

A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION



Petition for Charter Renewal

PRESENTED TO THE

NEW JERUSALEM ELEMENTARY SCHOOL DISTRICT BOARD OF TRUSTEES

March 2019

CHARTER TERM:

JULY 1, 2019 – JUNE 30, 2024

Charter School Intent and Charter Requirements

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- a) Improve pupil learning.
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- c) Encourage the use of different and innovative teaching methods.
- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Education Code Section 47601(a)-(g)

We plan to accomplish these goals with a unique academic program and environment developed and honed over the organization's 8 -year history. Details of this program and environment are articulated throughout this charter renewal.

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

Affirmations and Declaration

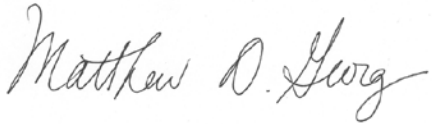
As the authorized lead petitioner, I, Dr. Matthew George, hereby certify that the information submitted in this petition for the renewal of a California public charter school named ABLE Charter School (“ABLE” or the “Charter School”), operated by Legacy Public Charter Schools (“LPCS”), is true to the best of my knowledge and belief; I also certify that this petition for charter renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School shall follow any and all other federal, state, and local laws and regulations that apply to the charter school including but not limited to:

- ABLE 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)]
- Declares that Legacy Public Charter Schools shall operate ABLE Charter School and declares that it shall be deemed the exclusive public school employer of the employees of ABLE for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(6)]
- ABLE shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- ABLE shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- ABLE shall admit all students who wish to attend ABLE, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random lottery drawing to determine admission. Except as provided in Education Code Section 47605(d)(2), admission to ABLE shall 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 shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- ABLE shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- ABLE shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

- ABLE shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- ABLE shall ensure that teachers in ABLE hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- ABLE shall at all times maintain all necessary and appropriate insurance coverage.
- ABLE shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves ABLE without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- ABLE shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- ABLE shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- ABLE shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- ABLE shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47610 and 47612(b)]
- ABLE shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- ABLE shall comply with the Public Records Act.
- ABLE shall comply with the Family Educational Rights and Privacy Act.
- ABLE shall comply with the Ralph M. Brown Act.

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

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



March 7, 2019

Dr. Matthew George
CEO/Superintendent, Legacy Public Charter Schools
Petitioner for ABLÉ Charter School

Date

INTRODUCTION

Legacy Public Charter Schools (“LPCS”) submits a petition for charter renewal to New Jerusalem Elementary School District (“NJESD” or “The District”) to operate a K-12 charter school. ABLE Charter School (“ABLE”) will continue to operate in northwest Stockton at 6515 Inglewood Avenue.

As a voluntary public educational choice for parents, ABLE Charter School will:

- ❖ Be open to all families/students committed to our mission/educational vision, without tuition or academic entrance requirements. If the number of applicants exceeds the number of available seats, a public lottery will be held.
- ❖ Prepare students for college and career beginning day one.
- ❖ Provide a balance of core content and inquiry-based play for our primary and elementary students. Our core content will offer challenging academics in reading, writing, and mathematics while fostering student social well-being and development.
- ❖ Provide academically rigorous courses, involve substantial reading, writing, mathematics, and laboratory tasks that require serious attention to analytical thinking, evidence-based content, and oral and listening skills that are A-G approved to meet UC/CSU guidelines for upper grades.
- ❖ Offer the opportunity to earn concurrent college credits making a four-year college degree accessible and attainable for **ALL** students despite socioeconomic status or parental education level.
- ❖ Operate in partnership with parents and the local business community through work-based and worksite learning related to the individual student’s career areas of interest.
- ❖ Maintain a racial, ethnic, and socioeconomic balance comparable to that of LUSD and its surrounding districts.
- ❖ Equip both teachers and student to make data-driven decisions to personalize learning and improve outcomes.
- ❖ Offer 1:1 computing and small class size.
- ❖ Use all the resources at our disposal to close the achievement gap.
- ❖ Provide each student an advisor that partners with each student, his/her family, the faculty, and the academic counselor to design, implement, monitor, and support each individual student’s learning program.

In accordance with the California Charter Schools Act of 1992, as amended (the “Charter Schools Act”), Legacy Public Charter Schools respectfully submits this Petition for Charter Renewal to the New Jerusalem Elementary Board of Trustees and looks forward our continued partnership in the coming five years.

ABLE Charter School: Meeting the Needs of the Community

ABLE Charter School offers families of greater San Joaquin County a well-designed, hopeful, encouraging and productive option. Many of the students within Stockton do not traditionally have the opportunity to attend college after completion of high school because of their socioeconomic status. Those that do attend college are often the first in their families to achieve these post-secondary educational levels. And while the number of students of color attending college has increased, less than fifty percent of these students are graduating with a degree. ABLE offers a masterfully designed and articulated program of instruction

that seamlessly combines the students' K-12 educational studies with postsecondary experiences and opportunities within a college instructional environment. An advisor works in partnership with each individual student and her/his -family, the faculty, and the academic counselor to design, implement, monitor, and support each individual student's learning program. The advisor facilitates regular interaction with the student and communication with parents/guardians and orchestrates interventions and assistance or acceleration and enrichment, whichever is appropriate. A wide variety of standards-based and site-approved materials, texts, and programs are drawn from to match students' learning styles and academic needs. Students take courses in classrooms at ABLE as well as on the Humphreys University Campus. This style of education has not traditionally been available to the students who usually experience a college campus through an add-on or dual credit experience.

Student Enrollment

ABLE serves students in grades K-12, and its student body mirrors the demographics of greater Stockton and San Joaquin County. ABLE is nonsectarian and nondiscriminatory against any of the characteristics listed in Education Code Section 220, including immigration status. ABLE currently serves 768 students and anticipates to be at full capacity serving approximately 1100 students in the 2019-2020 school year.

ABLE Charter School serves all students and does not limit admission on the basis of disability, race, creed, gender, gender identity or expression, national origin, religion, ancestry, intellectual ability, measures of achievement or aptitude, or athletic ability. ABLE will continue to strive to reflect the racial and ethnic balance of the general population residing in greater Stockton and San Joaquin County.

English Learners

In 2017-2018, 16.9% of ABLE's student population was classified as English Learner.

Socio-Economic Level

85.4% of ABLE's students are classified as Socioeconomically Disadvantaged. There are two indicators for identifying socioeconomic status. The primary indicator of socio-economic status is the number of students who would be eligible for free or reduced lunches. The other indicator used to identify socio-economic status is the education level of parents.

Special needs

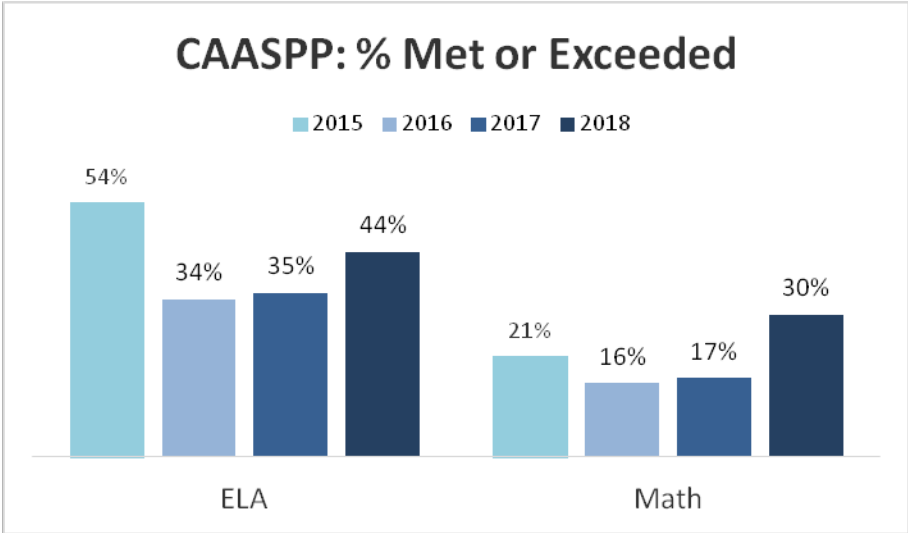
The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall be its own local educational agency ("LEA") member of the San Joaquin County Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

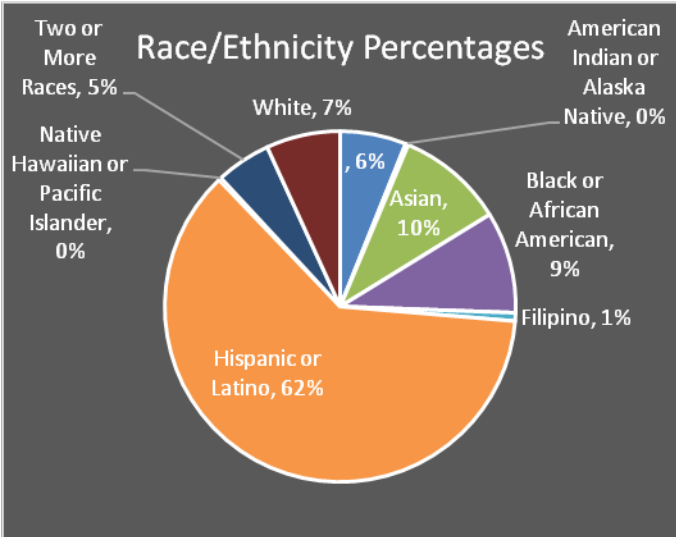
The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Student Achievement Overview

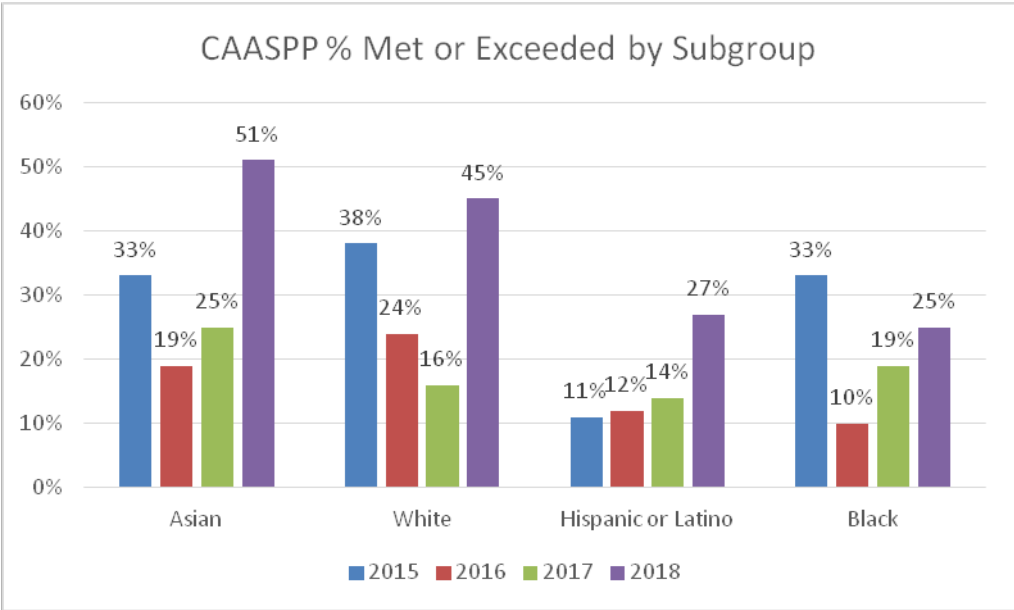
ABLE has consistent growth in the percentage of students meeting or exceeding the standard for the past three years in both English Language Arts (ELA) and Math on the California Assessment of Student Performance and Progress (CAASPP), (also referred to herein as Smarter Balanced (SBAC)) assessments. Over the past three years, ABLE achieved a 10-percentage point increase in students meeting or exceeding the standard on the SBAC ELA and a 14-percentage point increase in Math.



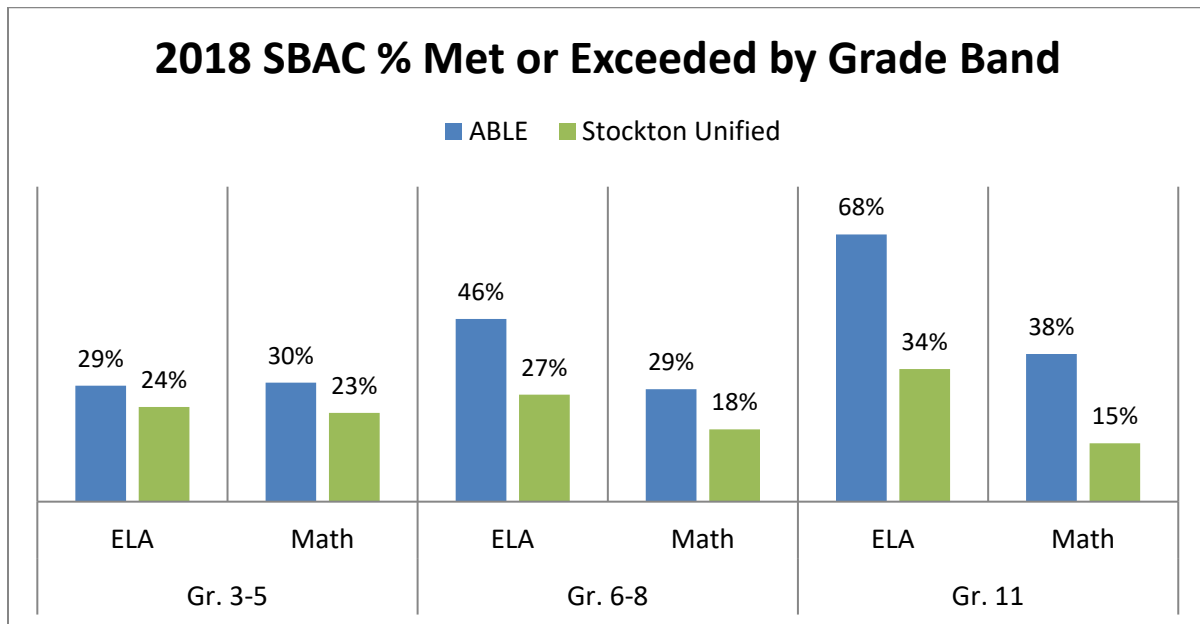
ABLE has four major racial/ethnic subgroups: Hispanic or Latino, Black or African American, Asian, and White. The percentage of students meeting or exceeding the standard grew at least 15 percentage points for all four of ABLE’s primary racial/ethnic subgroups from 2016 to 2018.



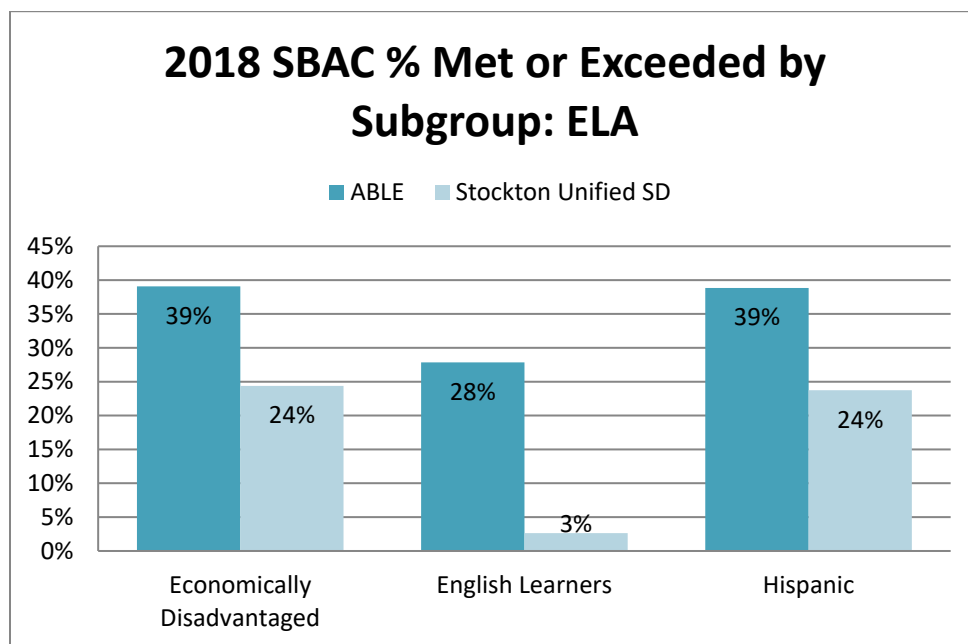
ABLE’s largest subgroup, Hispanic or Latino students, grew steadily from 2015 to 2018, with the largest growth of 13 points occurring most recently from 2017 to 2018.



In 2018, ABLE Charter Schools students outperformed Stockton Unified School District in every grade band – elementary, middle, and high – by 5-34 percentage points in ELA and Math, when comparing the percentage of students meeting or exceeding the standard on the SBAC.

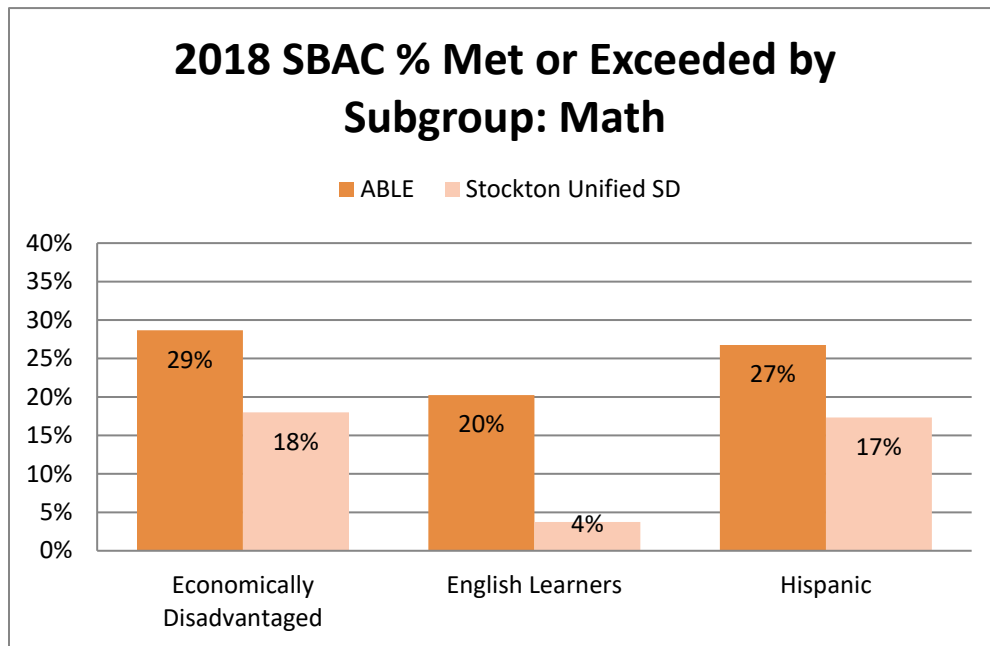


ABLE Charter School’s economically disadvantaged, English learner, and Hispanic/Latino subgroups also outperformed the averages for the same subgroups at Stockton Unified in ELA.



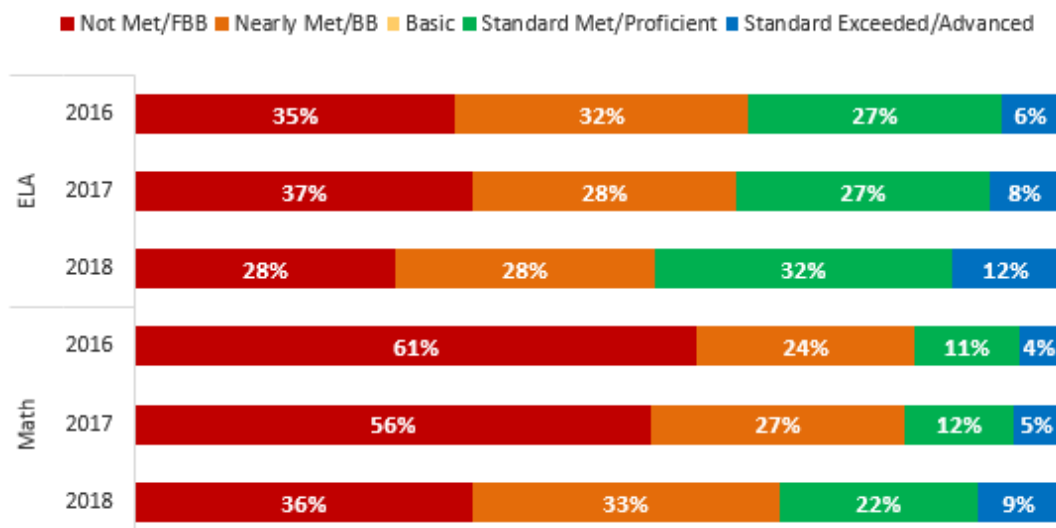
In Math, all three subgroups at ABLE also outperformed comparison schools and Stockton Unified. In its current LCAP, the school identified ELA and Math as two areas of greatest need and aligned action steps

including increased instructional coaching, assessment and data systems, and new curricular resources to ensure continued growth.



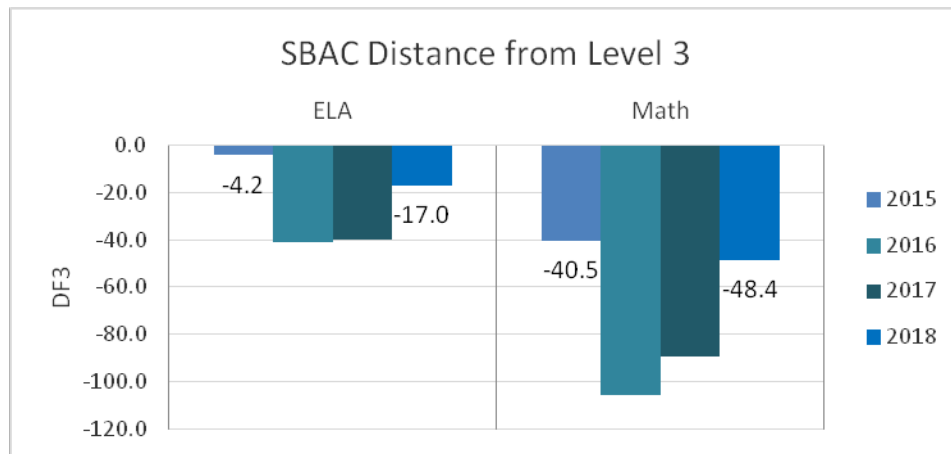
In addition to making steady gains on the SBAC ELA and Math from 2016 to 2018, ABLE reduced the percentage of students not meeting the standard (the lowest performance level) by 9 percentage points in ELA and 20 percentage points in Math.

CAASPP OVERVIEW

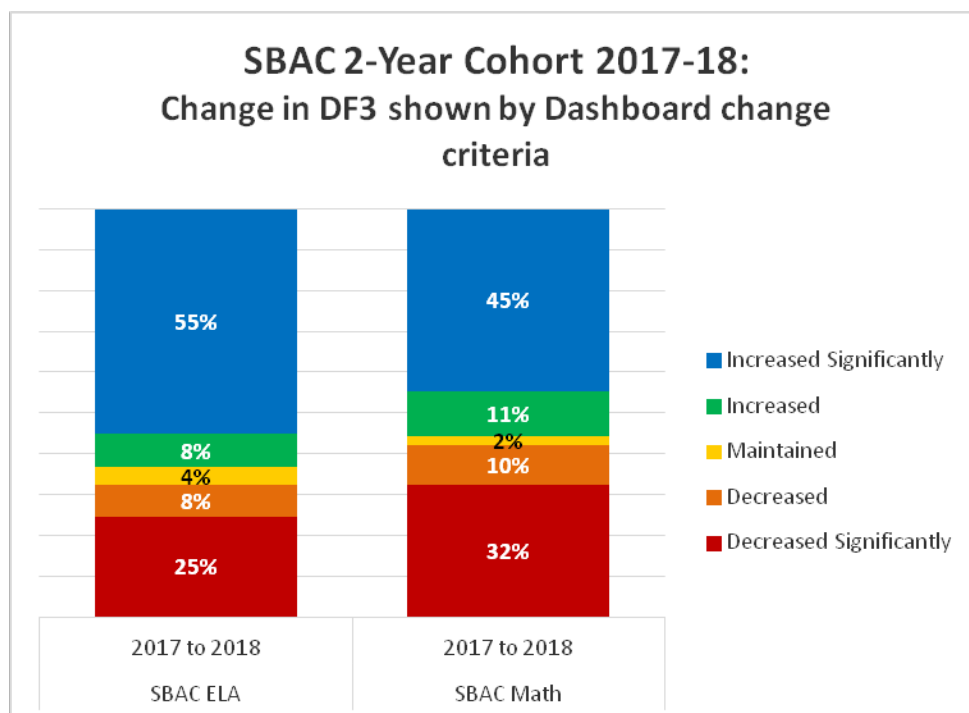


ABLE students improved steadily in SBAC Distance from Level 3 for the past three years in both ELA and Math. It is important to note that in 2016-17, ABLE increased its enrollment by 78%, adding grades K-5,

and then further expanding in 2017-18 by an additional 15%. The large change of population from 2015-16 to 2016-17 explains the dip in 2016 scores, but we see that achievement has improved overall every year since then.



Given the expansion of enrollment at ABE in 2016-17 and 2017-18, it makes sense to look at achievement for a matched cohort over two years. When looking at the performance of continuously enrolled ABE students, we see that from 2017 to 2018, 55% of the two-year cohort increased significantly in the Distance from Level 3 measure in SBAC ELA and 45% of the two-year cohort increased significantly in SBAC Math. Significant Improvement is defined in CA State Dashboard criteria by an increase of 15 points or more. From this data we can see significant growth 2017-18 for those students continuously served by the school.



Case for Renewal

Based on the CASSP data, ABLE Charter School demonstrates the charter school is academically successful and should thus be granted a five-year renewal term pursuant to the California Education Code.

ABLE Charter School's Plans to Improve

ABLE believes it is imperative to be in a cycle of continuous improvement. ELA and Math as two areas of greatest need and aligned action steps including increased instructional coaching, assessment and data systems, and new curricular resources to ensure continued growth.

A Strong Foundation

ABLE Charter School has benefited from a supportive relationship with the New Jerusalem Elementary School District Board of Trustees and NJESD administration over the past six years. The reports from NJESD's authorizer oversight visits have been positive with few or no recommendations. ABLE looks forward to renewing with an experienced authorizer. NJESD has a strong record of leadership, stability, and fiscal responsibility. It has the proven administrative capacity to continue to manage and safeguard public funds for ABLE Charter School in the same high-quality manner it has done since the 1990s when the district started developing charter schools.

ELEMENT ONE: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, 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 Section 47605(b)(5)(A)(ii)

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

Mission

ABLE Charter School will provide an innovative, technology-rich, personalized learning environment in which students will receive state of the art instruction empowering them to be independent, life-long learners and productive global citizens in preparation for college, career, and community life.

Vision

ABLE students will prosper in a safe and nurturing environment that provides exposure to career pathways; college preparatory coursework and early college opportunities; the extraordinary diversity of greater Stockton and San Joaquin County; highly trained teachers who combine the best and most current instructional practices with a technology-rich learning environment; and enhanced graduation requirements that embody high academic optimism and require real world engagement with preparation for post-secondary life.

To these ends ABLE believes that every student can learn and succeed, that every student will earn her/his high school diploma, and that every student will graduate possessing the tools to pursue a happy, successful, and fulfilling life.

Description of an Educated Person in the 21st Century

An educated person in the 21st century will have a combination of academic knowledge, life skills of practical application, and a strong sense of civic and environmental stewardship for their local, regional, national and global communities. In order to be considered an educated person in the 21st century, students must have:

- The curiosity for knowledge and drive to sustain life-long learning.
- The ability to read, write, speak, and problem solve with clarity and precision.
- The ability to access, evaluate and use information from a variety of sources.
- The ability to identify and use historical, current and emerging resources around them, including digital technology and communication tools.
- The ability to think critically.
- The ability to work well in both individual and collaborative settings.
- A highly developed self-esteem and the self-confidence to celebrate his or her strengths, set goals and succeed.
- The awareness that each individual is interdependent with others including family and community.
- The willingness to take risks as a learner.
- Personal integrity, self-motivation and pride.
- Appreciation for the diversity of all people.
- A willingness and ability to be a responsible citizen.
- Possess technological proficiency, not as an isolated field of expertise, but as an integrated set of tools for communicating and expressing ideas and information.
- Embrace diversity and welcome differing cultures, viewpoints and customs.
- Have learned to set goals and work successfully towards meeting them.

It is the objective of ABLE to enable students to become self-motivated, competent, lifelong learners.

How learning best occurs

“Personalized learning will not help students if they are working with content that is below their capacity. Rigor and personalization need to go hand in hand.” – Center for Reimagining Public Education

ABLE believes learning best occurs when a variety of modes and methods of instruction are implemented, holding all students to high academic and behavioral standards in a blended learning environment. Through CCSS, inquiry-based and experiential core curriculum, students are welcomed at their current level and nurtured through mastery of concepts and skills. Parents/guardians enroll their students at ABLE for its foundational beliefs that learning best occurs when:

- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- Adaptive Pedagogy
- Knowledgeable and Skilled Teachers
- Devoted faculty time to collaborate and develop professionally
- Family and Community Connections
- Democratic Decision-making

Core Beliefs

ABLE Charter School believes

- All students can earn a college degree and attend a college of their choice.
- Dual enrollment coursework in high school elevates critical skills needed for college, career, and life.
- The use of data is critical in driving next steps in instruction to close learning gaps and elevate learning experiences.
- All students and educators must be immersed in a technology-rich learning environment that allows any experience to be elevated by a click of a button.
- Educators must establish a rigorous cognitive environment to ensure all students have a strong foundation in math and literacy.
- Students must embark on authentic real-world tasks for deeper learning experiences.
- The Adopt, Adapt, Author curriculum framework can elevate teacher effectiveness to obtain mastery at each level.
- Each student is unique and benefits from an individualized learning plan.

Target Students Population

ABLE Charter School appreciates and supports the positive impact a diverse population has on students and educational outcomes. Understanding this need to serve all students regardless of background, ABLE will conduct outreach on an ongoing basis to ensure information regarding its programs reach the region's diverse populations each year.

Student Enrollment

ABLE is a site-based program and serves students in grades K-12, ages 5 to 21, and anticipates being at full capacity serving approximately 1100 students in the 2019-2020 school year.

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
K	80	80	80	80	80
1	80	80	80	80	80
2	80	80	80	80	80
3	80	80	80	80	80
4	80	80	80	80	80
5	80	80	80	80	80
6	80	80	80	80	80
7	81	81	81	81	81
8	81	81	81	81	81
9	105	105	105	105	105
10	105	105	105	105	105
11	105	105	105	105	105
12	105	105	105	105	105
Total	1142	1142	1142	1142	1142

Educational Philosophy

ABLE believes that every student can learn and succeed; possess the tools to engage a post-secondary pathway; and pursue a happy, successful, and fulfilling life. The principals below drive our instructional beliefs:

<p>Data- Driven</p> <p>Our team uses data to drive next steps in instruction to close learning gaps and elevate learning experiences.</p>	<p>Blended Learning</p> <p>All students and educators are immersed in a technology-rich learning environment that allows any experience to be elevated by a click of a button.</p>
<p>College Readiness</p> <p>Our educators establish a rigorous cognitive environment to ensure all students have a strong foundation in math and literacy</p>	<p>Inquiry-Based</p> <p>Our students embark on authentic real-world tasks for deeper learning experiences.</p>

ABLE creates a supportive, nurturing environment where collaboration among teachers, parents, community, and students provides a high-quality educational experience. Students have access to:

- Common Core State Standards curriculum, taught by committed, highly-trained and

talented teachers.

- Internships in the community to engage each student in the learning process, making it productive, relevant and meaningful.
- Concurrently take college courses making the path to completing a four-year degree attainable for **ALL** students.

Educational Program Overview

ABLE offers inquiry-based, student-centered learning and teaching to present a broad relevant and meaningful liberal arts curriculum with a global focus and awareness. The ABLE instructional program will improve student learning by engaging students actively in their learning and teaching them to be responsible for it. Additionally, teachers and other staff will use performance-based systems of assessment and be accountable for meeting measurable pupil outcomes. Technology is integrated in every aspect of our program.

Elements of our program include accredited concurrent credits for all students in both their secondary and post-secondary academic education, and a philosophy that strives to instill in each student a sense of self-discipline, self-confidence, and independence. In addition, ABLE is dedicated to being an active member of the local business community through work-based and worksite learning related to the individual student’s career areas of interest. ABLE also emphasizes real-life, project-based learning in an innovative educational setting.

The secondary curriculum meets the California UC/CSU college system entrance requirements. Students take courses in classrooms at ABLE as well as on the Humphreys University Campus. This style of education has not traditionally been available to the students who usually experience a college campus through an add-on or dual credit experience. Many of the students within our service area do not have the opportunity to attend college after completion of high school because of their socioeconomic status. Most of our students are the first in their families to achieve these post-secondary educational levels.

Curriculum

As a continuous K-12, site-based program, ABLE has prioritized developing a comprehensive and cohesive 13-year curriculum that is consistent and age appropriate to create college-bound students from day one. Our Chief Academic Officer leads our instructional coaches, principals and lead teachers to assure every student has access to challenging, technology-based, adaptable, standards-aligned curriculum.

	ELA	Math	Science	History	Spanish	Mandarin	Computer Science	Physical Education
K	Amplify: Core Knowledge	Zearn (Eureka Math)	California Education and Environment Initiative (EEI)	California Education and Environment Initiative (EEI)			Teacher Adoption	SPARK PE: K-5
1								
2								
3			PhD Science (pilot)					

4	Language Arts		PhD Science (pilot)					
5	iRead (K-2)		PhD Science (pilot)					
6	EngageNY (ELA 6)	Eureka Math/ Engage NY (Math 6)	SEPUP/Lab-Aids: Integrated Model	History Alive! The Ancient World		Teacher Author	CodeHS: Karel The Dog (JavaScript)	SPARK PE: G6-8
7	EngageNY (ELA 7)	Eureka Math/ Engage NY (Math 7)		History Alive! The Medieval World and Beyond			CodeHS: Web Design	
8	EngageNY (ELA 8)	Eureka Math/ Engage NY (Pre-Algebra 8)		History Alive! The United States Through Industrialism			CodeHS: Computing Ideas	
9	EngageNY (English I)	Eureka Math/ Engage NY (Algebra I)	SEPUP/Lab-Aids: Earth Science	Ethnic Studies: SFUSD	HMH: Avancemos! (Spanish 1)		CodeHS: Intro. to JavaScript	SPARK PE: G9 (HS)
10	EngageNY (English II)	Eureka Math/ Engage NY (Geometry)	SEPUP/Lab-Aids: Biology	Big History Project: World History	HMH: Avancemos! (Spanish 2)			
11	EngageNY (English III - AP)	Eureka Math/ Engage NY (Algebra II)	SEPUP/Lab-Aids: Chemistry	SHEG/DBQ: US History	HMH: Avancemos! (Spanish 3)			
12	EngageNY (English IV - AP)	Eureka Math/ Engage NY (Precalculus/ Calculus)	MIT OpenCourseWare (Physics) NearPod	Facing History Ourselves (Government)				

Access to Early College Courses

Students in good academic standing will have access to early college opportunities upon the completion of their sophomore year. Through ABLE's unique partnership with Humphreys University allows for early college coursework as part of their academic program with no tuition or textbook charges. Courses taken at Humphreys University allow students to earn high school elective credits along with college units at the same time. This program provides students with the experience and confidence to succeed in college after high school graduation, as well as the necessary units required for completion of a certificate program, associate degrees (A.A. or A.S.), or for meeting College/University transfer requirements.

ABLE will also partner with San Joaquin Delta College for dual enrollment and will consider other legitimate early college opportunities that met the needs of ABLE students.

Annual Calendar and Instructional Minutes

ABLE’s annual calendar exceeds the minimum legal requirement of 175 days of regular instruction and follows all applicable laws, including expectations and requirements for attendance. Students in all grades receive instructional minutes that substantially exceed the minimum number required for charter public schools enumerated in Education Code Section 47612.5.

The difference between the minimum number of instructional minutes required by the Education Code and the instructional minutes at ABLE is represented in the following chart:

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req'd.
TK/K	YES	132	300	48	230	180	36000	50640	14640
1	YES	132	340	48	245	180	50400	56640	6240
2	YES	132	340	48	265	180	50400	57600	7200
3	YES	132	355	48	260	180	50400	59340	8940
4	YES	132	360	48	264	180	54000	60192	6192
5	YES	132	360	48	264	180	54000	60192	6192
6	YES	132	410	48	290	180	54000	68040	14040
7	YES	132	410	48	290	180	54000	68040	14040
8	YES	132	410	48	290	180	54000	68040	14040
9	YES	132	410	48	290	180	64800	68040	3240
10	YES	132	410	48	290	180	64800	68040	3240
11	YES	132	410	48	290	180	64800	68040	3240
12	YES	132	410	48	290	180	64800	68040	3240

In other words, students who attend ABLE from kindergarten through grade 12 will add approximately 98,004 instructional minutes above and beyond the minutes required by the state -- more than 1.50 years of instruction to their elementary/middle/high school years beyond the state's requirements.

ABLE Academic Calendar
2018-2019

JULY																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
			1																												

0

AUGUST																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

0

SEPTEMBER																														
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19

OCTOBER																														
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23

NOVEMBER																														
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16

DECEMBER																														
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15

JANUARY																														
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6								*						*					7		*	*	*	*			*			

18

FEBRUARY																														
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19

MARCH																														
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21

APRIL																														
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17

MAY																														
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22

JUNE																														
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			*	Sr	Sr					*	*	*	*																	

10

180

	Summer Recess		Regular School Day	PD/Teacher Prep
	No School for Students	*	Minimum Days	Final Exams (Sr Finals)
	State Testing		Graduation TBD	Collaborative Days
	First/Final Day of Term		New Tchr PD (tent)	Nothing

Course Transferability

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

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

Technology

ABLE integrates technology into all aspects of instruction and learning. Technology provides the platform for delivery of core instruction as well as remediation, academic support, acceleration, and elective studies.

Advisor

An advisor works in partnership with each individual student and her/his family, the faculty, and the academic counselor to design, implement, monitor, and support each individual student's learning program. The advisor facilitates regular interaction with the student and communication with parents/guardians and orchestrates interventions and assistance or acceleration and enrichment, whichever is appropriate. A wide variety of standards-based and site-approved materials, texts, and programs are drawn from to match students' learning styles and academic needs.

Academically Low Achieving Students

Student Success Team Process

ABLE takes a systematic approach to closing the achievement gap for low performing students. Students at academic risk are identified, targeted for additional resources, and tracked for progress using the results of the state CAASPP assessments, school-issued diagnostic assessments, benchmark assessments, ELPAC, publisher tests, software assessments, and content area exams, and adaptable technology-based curriculum. On-site remediation classes are an important part of ensuring academic success for those students who are academically low achieving.

Students requiring further modifications other than additional instruction and re-teaching will be identified through the SST process in order to ensure a systematic, problem-solving approach to assist

students with concerns that are interfering with success. After implementation of an SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the Student Success Team. Students participating in an SST plan undergo regular assessment and observation and are supported through the process of entering their grade's mainstream activities in an individualized manner with appropriate supports.

Family Notification

ABLE recognizes the importance of the home/school connection in implementing academic interventions. Therefore, a partnership is created to foster and support at-risk students. Parents/guardians provide integral support for struggling students. Parents are involved in every step of the process including personalized goal setting for students. Constant communication ensures the student remains on track.

Teachers will meet with parents of low-achieving students at any time during the school year to discuss assessment results and concerns. Conferences will be held in November and March with all parents to discuss student progress toward goals.

Multi-Tiered System of Support (MTSS)

Response to Intervention (RtI) – Teachers collaborate to design individual interventions for students who are struggling to meet academic requirements. Grade level teams meet to look at student data and discuss students that are consistently below standard expectations. Teachers create a 9-Grid to track interventions teachers are using for those students in the classroom. Teachers meet to discuss the success of the 9-Grid and if that is proving ineffective revise the plan. A Student Success Team (SST) is held with teachers and parents should a 9-Grid prove ineffective through several cycles of intervention. The RtI team meets biweekly to discuss students on the intervention list to ensure proper support is being provided.

Staff is involved in all shared responsibility, actions, and accountability to support student learning throughout all programs. The procedures for Student Success Team and Response to Intervention meetings are clear to all staff members who may have a concern about students. Students on the RtI list are monitored by the Dean of Students who keeps in touch with grade level teachers. All teachers keep office hours available for all students weekly.

In addition, for students struggling in several areas, teachers collaborate with an RtI Team to discuss options for support to individuals, often meeting with the student. A 9-Grid is created for the individual for all teachers to provide needed support to ensure success. Students struggling in several areas are also provided with the opportunity to go to a support class during lunch hours every day with a support teacher (and often support team of teachers/interns) provided to monitor progress and be a liaison between student, teachers and parents.

Academically High Achieving Students

ABLE meets the educational needs of academically high achieving students through programs and instructional strategies including but not limited to: self-paced instructional software, enrollment in Humphreys College classes, accelerated graduation, differentiated instruction, and participation in honors seminar. These students are identified through one or more of the following methods: standardized test scores, instructional software assessments scores, teacher observation and assessments, academic grades, and other school-approved screening criteria.

English Learners

ABLE is committed to all students, including English Learners (EL) , including long-term English Learners or English Learners at risk of becoming long-term English Learners, and will meet all applicable legal requirements for ELs as they pertain 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 requirement. ABLE shall implement policies and procedures to assure proper placement, evaluation and communication regarding the rights of EL students and parents.

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Assessment and Identification of English Learners

ABLE will administer the home language survey as part of the enrollment process. All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

Family Notification

ABLE staff will notify parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for EL Instruction and Intervention

English Learners have full access to ABLE' educational program and are supported to achieve English Language proficiency. All ABLE teachers place an emphasis on differentiated instruction to meet the needs of the EL population based on academic language readiness. The project-based learning model also offers students at the school the opportunity to learn and teach strategies regarding the curriculum to each other. This powerful tool enables students the opportunity to increase their academic skills in a safe environment, while also building learning skills. Beyond that, EL students are provided with supplementary materials to create extensions and scaffolding to the curriculum for better understanding of the materials.

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Special Education

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School shall be its own local educational agency (“LEA”) member of the San Joaquin County Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall 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 shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, 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 is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

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

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

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Petition for charter renewal and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the SELPA. A copy of the MOU shall be presented to the District upon execution.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the San Joaquin County SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-Discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

ELEMENTS TWO & THREE: MEASURABLE STUDENT OUTCOMES & METHODS OF MEASUREMENT

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision 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 Section 47605(b)(5)(B).

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

ABLE' outcomes are aligned with the mission, curriculum and assessment of the school and are designed to help **ALL** students achieve a high level of academic success appropriate to grade level and proficiency and become contributing citizens within their local and global communities. Objectively, students attending ABLE will demonstrate proficiency in core academic, organizational, and 21st Century learning skills as identified by the 21st Century Partnership, which are appropriate to age and grade level mastery and which have been developed to align with the Common Core Standards for Language Arts and Math, and the History-Social Science Standards, and the Next Generation Science Standards.

ABLE will meet all statewide standards and conduct all required state mandated student assessments as required by the Charter Schools Act. This includes CAASPP, ELPAC and any other requirements of state and federal accountability systems, as applicable to charter schools. Teachers also measure progress in the traditional manner, including quizzes, essays, projects, performances, portfolios, exhibitions, tests, benchmark assessments and exams. Progress is discussed on a regular basis with parents and students.

Local Control and Accountability Plan

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

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

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

- As detailed in **Element One**, these subgroups include: Hispanic/Latino students, white students, English Learner students, and socioeconomically disadvantaged students.

The **table below** provides the goals, pupil outcomes, and actions in alignment with the eight state priorities **both** school wide and for all groups of pupils served by the Charter School. The Charter School holds the same bar for student achievement overall (school wide) as it does for students within each numerically significant subgroup. As such:

- “Overall and for all numerically significant subgroups” specifically means that the goal is held for students overall and for each subgroup as detailed above.

- In the case where a goal is specific to a subgroup, as is the case in developing English fluency for English Learners, only the specific subgroup is listed.

The fact that the Charter School holds the same goal for its subgroups as it does for the overall student population should in no way be interpreted as not having goals for each subgroup.

CHARTER SCHOOL GOALS, ACTIONS, STUDENT OUTCOMES, AND METHODS OF MEASUREMENT IN THE STATE PRIORITIES	
STATE PRIORITY #1 – BASIC SERVICES	
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Courses are taught by credentialed, well qualified teachers who are properly assigned.
ACTIONS TO ACHIEVE GOAL	<p>Robust recruiting and hiring process</p> <p>Regular audit of teacher credentials</p> <p>Provide a mentorship program for new teachers</p> <p>Seasoned, proven, veteran teachers will be grade-level and subject-level “Lead Teachers”</p> <p>Host a teacher retreat in the summer before students return for focused staff development.</p> <p>Staff two instructional coaches and a Chief Academic Officer to provide training, support and assess student achievement throughout the year.</p> <p>Funds allocated for teachers and staff to attend additional professional development</p>
MEASURABLE OUTCOME	<p>100% of core academic classes taught by fully credentialed, appropriately assigned teachers</p> <p>90% satisfaction rate on teacher surveys around feeling supported around professional development needs.</p> <p>90% satisfaction rate on teacher surveys around administration being responsive to identified professional needs.</p>

	*See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card; internal audits of teacher assignments Teacher survey
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Students will have access to standards-aligned instructional materials, and additional instructional materials as outlined in our petition for charter renewal
ACTIONS TO ACHIEVE GOAL	Teachers will implement content instruction for all students using the teacher-created, State Standards aligned content guides and projects. All instructional materials purchased will be aligned to State Standards and aligned with our petition for charter renewal
MEASURABLE OUTCOME	100% of students have access to standards-aligned content and projects. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Annual review of curriculum and materials by Charter School faculty
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Charter School will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL	Daily cleaning by custodial staff. Annual fire inspection and emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. A reasonable turnaround to items that need repair.
MEASURABLE OUTCOME	Charter School passes its lunch audit and fire inspections. School is maintained in good repair.
METHODS OF MEASUREMENT	Inspection forms, staff walkthroughs, annual faculty & parent survey.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency	

SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	All content instruction and performance standards are aligned with Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Frequent teacher collaboration and professional development in departments to ensure consistent implementation of CCSS. See ABLE Professional Development and Learning Calendar. Use of a common assessment plan, including standards-aligned content and projects for each core course. See ABLE’s Assessment Calendar.
MEASURABLE OUTCOME	100% of courses implement applicable content guides and projects. Growth in CAASPP exams for students who were continuously enrolled at ABLE for at least three years *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Annual review of projects and content by Charter School faculty; IMET; CAASPP results
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including English Learners, will gain academic content knowledge through implementation of the Common Core State Standards
ACTIONS TO ACHIEVE GOAL	Faculty will continue professional development in EL instruction and data analysis of EL students’ performance. Teachers will use specially designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including office hours, targeted literacy support and extended personalized learning time.
MEASURABLE OUTCOME	EL subgroup performance on CAASPP assessments (goal TBD - since baseline data was just released the school team is in the goal-setting process) *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	CAASPP math and English assessments
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.

ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the ELPAC each year. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	ELPAC
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
Parental involvement, including efforts to seek parent input for making decisions for schools, and how	
the school will promote parent participation	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will seek parent input in making decisions at the Charter School.
ACTIONS TO ACHIEVE GOAL	Parents will participate in ABLE Charter Community Council (parent organization). Parents will log into Powerschool Parents will attend parent-teacher conferences. Conduct parent surveys
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • Parents responding positively to “I am satisfied with my level of influence on school decisions” on parent survey: 65% • Parents responding positively to “My student’s school seeks feedback from me” on parent survey: 80% • Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey: 60% • Log in rates to Powerschool • Participation in parent-teacher conferences *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Parent survey, Powerschool metrics, parent-teacher attendance
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	

GOAL TO ACHIEVE SUBPRIORITY	The Charter School will promote parent participation.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • There will be numerous opportunities for parents to volunteer to support the Charter school should they choose, such as: driving, chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry; translation; parent technology training and other community outreach. • Parents will participate in Advisor meetings when necessary and kept updated.
MEASURABLE OUTCOME	<p>Increase social media participation</p> <p>100% Advisor participation attendance when requested</p> <p>*See Appendix M: LCAP for specific measurements</p>
METHODS OF MEASUREMENT	Faculty mentor reporting, volunteer log, parent event sign-in sheet or informal head count, social media participation
<p>STATE PRIORITY #4— STUDENT ACHIEVEMENT</p> <p>Pupil achievement, as measured by all of the following, as applicable:</p> <p>A. California Assessment of Student Performance and Progress (CAASPP)</p> <p>B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</p> <p>C. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</p> <p>D. EL reclassification rate</p> <p>E. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</p>	
<p>SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS</p>	
GOAL TO ACHIEVE SUBPRIORITY	<p>Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.</p> <p>Conduct interim assessments and other local assessments to be responsive to student individual needs</p> <p>ABLE staff will make data-driven decisions on instruction and support for individual students</p>

ACTIONS TO ACHIEVE GOAL	Faculty will provide instruction conducive to student learning; faculty will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth. Conduct interim and other local assessments. Provide additional support to struggling students. Collectively analyze data from various assessments
MEASURABLE OUTCOME	Students in the Charter School exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	CAASPP assessment reports, interims, adaptive math and ELA programs that guide students through curriculum
SUBPRIORITY B – UC/CSU COURSE REQUIREMENTS	
GOAL TO ACHIEVE SUBPRIORITY	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirements due to an IEP Maintain WASC accreditation
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Charter School will achieve and maintain UC/CSU approval for all core academic courses and a variety of visual and performing arts courses. • Course sequence and graduation requirements will align with or exceed the UC/CSU requirements.
MEASURABLE OUTCOME	100% of graduates meet UC/CSU A-G Course Requirements, excepting students with modified graduation requirements due to an IEP. Maintain WASC accreditation at all times *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Graduation rates, Transcripts, Personalized Learning Plan, WASC status
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME	40% of EL students will advance at least one performance level on the ELPAC each academic year.

	*See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	ELPAC
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students are reclassified as Fluent English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL	<p>The Charter School will serve ELs at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English.</p> <p>The Charter School will:</p> <ul style="list-style-type: none"> • Monitor language proficiency levels to determine adequate yearly progress. • Monitor teacher qualifications and the use of appropriate instructional strategies based on program design.
	<ul style="list-style-type: none"> • Monitor student identification, placement, and growth in English language proficiency. • Monitor availability of adequate resources, and deliver resources to students as and when needed. • Monitor reclassified students for at least two years.
MEASURABLE OUTCOME	<p>Students are reclassified as Fluent English Proficient within 3 years on average.</p> <p>*See Appendix M: LCAP for specific measurements</p>
METHODS OF MEASUREMENT	Charter School reclassification rates
SUBPRIORITY E – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students have the support they need to meet AP standards.
ACTIONS TO ACHIEVE GOAL	AP institute training for new AP teachers, vertical planning with AP teachers and teachers in other grade levels, AP classes remain open to all Charter School students. Provide students with feedback and development on AP skills in grades leading up to AP courses.
MEASURABLE OUTCOME	<p>40% of students will pass at least one AP exam before graduation.</p> <p>*See Appendix M: LCAP for specific measurements</p>
METHODS OF MEASUREMENT	AP exam pass rates.
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	

GOAL TO ACHIEVE SUBPRIORITY	Charter School students graduate truly academically college ready.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> Align sophomore and junior year content assessments and projects to standards set by California State Universities in the Early Assessment Program (EAP) as well as those set by the college board for AP classes. Offer targeted practice and instruction for students who do not pass the EAP in junior year. Graduation requirements align with or exceed UC/CSU entrance requirements. Qualified students take courses at Humphreys college
MEASURABLE OUTCOME	<p>Whole-school passage rates for the EAP in junior year or Entry Level Mathematics (ELM) exam and/or English Placement Test (EPT) in senior year will exceed those of district schools serving a similar student population.</p> <p>*See Appendix M: LCAP for specific measurements</p>
METHODS OF MEASUREMENT	Passage rates on the EAP, ELM, EPT, and AP exams; student acceptance rate into college; alumni surveys; courses completed at Humphreys College
STATE PRIORITY #5— STUDENT ENGAGEMENT	
Pupil engagement, as measured by all of the following, as applicable:	
<p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; the Charter School will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; Charter School will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students
MEASURABLE OUTCOME	ADA is at or above 95% of enrollment.
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual attendance reports.

SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School’s rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL	Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
MEASURABLE OUTCOME	Less than 9% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year). *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	CALPADS, Charter School attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Less than 5% dropout rate. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk

	students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Less than 5% dropout rate. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	CALPADS, Charter School enrollment documents
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	Graduation rates exceed California average.
ACTIONS TO ACHIEVE GOAL	Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME	Graduation rates exceed California average. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Cohort graduation rates (CDE Dataquest)
STATE PRIORITY #6— SCHOOL CLIMATE School climate, as measured by all of the following, as applicable:	
A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain an annual suspension rate of less than 3%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and receive professional development in classroom management. Staff will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 3% or fewer of all enrolled students suspended.

	*See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Suspension rates, Annual School Accountability Report Card
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain low annual expulsion rates.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained and receive professional development in classroom management. Staff will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, less than 1% of enrolled students are expelled. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Expulsion rates, Annual School Accountability Report Card
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	All community members feel safe at school.
ACTIONS TO ACHIEVE GOAL	Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices. Provide professional development for all faculty in equity, social justice, and restorative practices. Annually conduct student, parent and teacher survey.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> • 100% of staff will participate in Emergency plan training; Students will participate in a fire, earthquake and safety drills annually.
	<ul style="list-style-type: none"> • 85% of parents respond positively to “I feel my child is physically safe at school” on parent survey. • 83% of parents respond positively to “I feel my child is emotionally safe at school” on parent survey. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Parent survey, student survey, drill and training participation logs

STATE PRIORITY #7— COURSE ACCESS	
<p>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <ul style="list-style-type: none"> • Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) • Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i)) 	
GOAL TO ACHIEVE SUBPRIORITY	All students are enrolled in a broad course of study that will enable them to be college eligible and college ready, as outlined in Element A of the petition for charter renewal.
ACTIONS TO ACHIEVE GOAL	The Charter School will align all course offerings to college ready standards as defined by the California State University system, the Advanced Placement program, and applicable academic research. Students will have access to college courses at Humphreys College. Advisor meetings to track course work.
MEASURABLE OUTCOME	100% of graduates meet UC/CSU course requirements, excepting students with modified graduation requirement due to an IEP *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Transcripts
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in English.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments. *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, local assessments

SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in mathematics.
ACTIONS TO ACHIEVE GOAL	Graduates from the Charter School will exceed all academic entrance requirements for UC/CSU college admissions. The Charter School will offer additional academic supports for students who are falling behind in any subject area. *See Appendix M: LCAP for specific measurements
MEASURABLE OUTCOME	Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT	CAASPP, Personalized Learning Plan progress, local assessments
SUBPRIORITY C – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in Science.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Progress in social science courses *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	CAST, Personalized Learning Plan progress, local assessments
SUBPRIORITY D – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Students in the Charter School have a college-preparatory foundation in the Social Sciences.
ACTIONS TO ACHIEVE GOAL	The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME	Progress in social science courses *See Appendix M: LCAP for specific measurements
METHODS OF MEASUREMENT	Cumulative final projects, local assessments
SUBPRIORITY E – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.

ACTIONS TO ACHIEVE GOAL	Offer active opportunities through physical education classes, and school sport programs
MEASURABLE OUTCOME	100% of Charter School students are offered opportunities to be active through sports and activities, such as soccer, dance, yoga, etc.
METHODS OF MEASUREMENT	Teacher-developed rubrics Number of students participating in after-school team sports
SUBPRIORITY F – FOREIGN LANGUAGE, OTHER SUBJECTS	
GOAL TO ACHIEVE SUBPRIORITY	Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
ACTIONS TO ACHIEVE GOAL	Provide access to Spanish Courses Provide access to Mandarin Courses Provide access to language courses provided at Humphreys College
MEASURABLE	Students develop proficiency in foreign language, including speaking and
OUTCOME	listening, textual analysis, composition, and presentation.
METHODS OF MEASUREMENT	AP exams, Teacher-developed rubrics

Methods of Measurement

ABLE believes that **ALL** students are able to achieve the required standards by graduation, not all progress at the same rate. Evaluation of that progress is based on individual abilities, interests, and talents. Student progress will be assessed utilizing a variety of the following:

- Ongoing meeting with student and advisor and review of progress
- Student portfolios
- Parent and teacher observation
- Current state mandated and standardized assessments
- Interim Assessments
- Criterion referenced assessment aligned with the Common Core State Standards
- Student work samples
- Adaptable, technology-based, standard-aligned curriculum
- Student grades
- Student demonstrations
- Student projects/presentations
- Field studies
- Participation in enrichment activities

Assumptions about Assessment

Our choice of methods to assess pupil progress is based on the following five beliefs about assessment:

- In order to have a complete picture of a student's growth, different types of assessments must be used. Assessments should focus on a student's growth toward proficiency of standards rather than comparing a student's performance against other students.
- There should be a close relationship between a desired student outcome and the means used to assess it.
- Assessing what students do with knowledge is as important as assessing what knowledge they have.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff and parents.
- Assessments should support continued academic improvement by individual students and continued instructional improvement by teachers.

Assessment Methods

ABLE assessment plan utilizes multiple methods of data collection and is designed to measure student growth over time. Methods include diagnostic assessments, formative assessments, Cycle of Inquiry (COI) process, growth measures, and summative assessments. Teachers use the results from the various assessments to complete trimester report cards.

- Diagnostic assessments - are given at the beginning of each school year or at the beginning of a unit of study. They provide the teacher with a basic understanding of the level of knowledge a class possesses.
- Formative assessments - are frequent and include formal and informal performance evaluations. They help students to better comprehend areas of strength and opportunities. Information from formative assessments is used to guide instruction and identify students in need of intervention or acceleration.
- Growth Measures - will be given prior to the end of each trimester to all students in kindergarten through eighth grade. The reading and mathematics assessments are computerized and adaptive and align to CAASPP assessment. These assessments not only highlight student growth, but also predict success on the CAASPP assessments.
- Summative assessments - take place in English Language Arts and Mathematics at the end of the school year in the form of the California Assessment of Student Performance and Progress for students in third through eighth and eleventh grade, as well as the California Science Test for students in fifth and eighth grade and high school. Additional summative assessments will include end-of-year leveled reading tests, cumulative mathematics assessments, and a writing performance task. These will be compared to the baseline assessments from the beginning of the year to gauge student growth and competencies.
- Cycle of Inquiries (COI) – This process is used in content team meetings to focus on student outcomes.

Student performance on standardized tests including proficiency on the CAASPP, CAST, ELPAC, and applicable state and federal accountability metrics will further validate student achievement. Attendance, promotion rate and applicable state and federal accountability metrics will be assessed

using the appropriate local, state and federal reporting measures. ABLÉ staff, the LPCS Board of Directors and District staff will assess student achievement using these measures to determine areas for commendation and recommendations for improvement.

Use and Reporting of Data

ABLE teachers are engaged in an ongoing process of data analysis and evaluation of student learning outcomes. They examine individual student data as well as class data, grade level data, and school data to develop strategies to support and engage students. Patterns of poor or underperformance will be identified, and areas of strength will be highlighted. Collectively, decisions will be made on effectiveness of curriculum and teaching. Grade level teams will use the data to develop hypotheses about ways to achieve student outcome. ABLÉ' team leads, principal, instructional coaches and Chief Academic Officer analyzes the student level data on a macro-level to make institutional data-driven decisions.

Collection

- Standardized assessment results
- Formative assessments that clearly evaluate students' strengths and weaknesses in standards mastery
- All results from assessments given at school are input by teachers or designee.
- All information pertaining to student goals is input by teachers or designee.
- Survey results: Healthy kid survey, ABLÉ designed surveys
- Teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance

Analysis

- Teachers are provided dedicated time for assessment review and lesson planning each week. They also have common grade level planning time to help ensure that all students are being served.
- Teachers meet to review reading, writing, spelling and math assessments after initial assessments are done in the first few weeks of school. CAASPP assessment data is also reviewed at this time.
- Teachers review assessment data regularly. Faculty analyzes data from all of the tools listed. This data will inform instructional strategies, identify students in need of additional support or acceleration, and will determine student groupings based upon common needs.

Reporting

- Results from all the tools listed above are available for each individual student and parent to view at all times.
- On an as-needed basis, ABLÉ will publish bulletins reporting student and school performance data.
- ABLÉ publishes student results annually through the SARC, in compliance with Education Code. In addition to the annual SARC, ABLÉ develops an annual performance report based upon the data compiled. This report will be provided to all families of the school as well as the governing board. It will also be posted on the website for public viewing.
- CA School Dashboard

- Board Meetings
- Parent conferences
- Media

Reporting and Accountability to the District

ABLE will promptly respond to all reasonable inquiries for information from the District or other authorized agency and assure timely scheduled data reporting to the District in compliance with the law.

Measurable Student Outcomes

In keeping with the educational philosophy of ABLE, measurable student outcome goals for all students are:

- Progress towards mastering state content standards at a proficient level or above as measured by the California State Board of Education-approved statewide testing program in such subjects and in such grade-levels as prescribed by the State;
- Progress towards achieving at the proficient level as measured by the regularly administered ABLE benchmark assessments aligned with CCSS;
- EL students' advancement by one fluency level as measured by the ELPAC and local ELD benchmark assessments; age or grade-appropriate mastery of core academic skills - English Language Arts, mathematics, science, social studies, world language, and fine arts;
- And development of core skills across disciplines – critical thinking, technology, creative expression through various forms of art, awareness of personal wellness and development of physical fitness, and career education;
- The ePortfolio (Grade 12) and Capstone Projects (Grade 6-11) serve as authentic assessments to evaluate competencies of student outcomes.
- All students will have access to take courses that meet the “A-G” requirements

California State Dashboard

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

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

reviewed annually by the Advisor for consideration of intervention and/or the student's personalized learning plan; and

7. Continue reflective practices to analyze data, share best instructional practices, modify the educational program, and plan for future program improvements.

ELEMENT FOUR: GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

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

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School will be governed by LPCS's corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

There will be five (5) seats on the Board filled from among any of the following constituencies: community members, parents, and staff members. If New Jerusalem Elementary School District exercises its option to appoint a representative to the Board in accordance with California Education Code 47604(b), there will be seven (7) seats on the Board to maintain an odd number of Directors. Otherwise the Board will remain at five (5) total members.

Each director shall hold office for two (2) years; there are no term limits.

Seat Number	Current Board Member	Expiration of Term
1	Wilma Okamoto-Vaughn	December 31, 2018
2	Chuck McLaughlin	December 31, 2019
3	Zoey Merrill	December 31, 2018
4	Dr. San Tso	December 31, 2019
5 – Staff Representative	Joshua Reyman	December 31, 2019
6 – Authorizing District	Laurie Fracolli	December 31, 2018

7	vacant	December 31, 2019
Board Officers: President, Vice President, Secretary/Treasurer, Clerk		

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Uphold the Vision and Mission of the Charter School;
- Hire, supervise, evaluate, discipline, and dismiss if deemed necessary the CEO/Superintendent of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the CEO/Superintendent;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Review and approve LCAP;
- And monitor the budget and the Charter School’s fiscal practices, including the receipt of grants and donations and approve and ratify the final budget.

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

The Charter School shall comply with the Brown Act and the Political Reform Act.

LPCS has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix P. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

Chief Executive Officer and Superintendent

The CEO/Superintendent will be the leader of ABLE Charter School. The CEO/Superintendent will ensure that the curriculum is implemented in order to maximize student-learning experiences. The CEO/Superintendent must report directly to the Legacy Public Charter Schools Board of Directors, and s/he is responsible for the orderly operation of the Charter Schools and the supervision of all employees in the Charter Schools.

The CEO/Superintendent shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Maintain professional appearance, attire, and demeanor at all times.
- Regularly interact with all constituent groups within the extended ABLE community including students, parents, representatives of higher education, members of the business community, community groups, government agencies, elected officials, LPCS board members, and the authorizing school district to receive input and have constructive conversations regarding ABLE' program, its students, and its future.
- Directly or indirectly supervise and oversee all LPCS employees and ensure that all employees are evaluated annually.
- Make recommendations to the Board of Directors regarding personnel, business and the budget, facilities, policy, legal decisions, and all matters to do with ABLE' operations for the Board's consideration and disposition.

- Remain apprised of charter school law and regulation.
- Regularly evaluate the organizational structure to ensure the greatest efficiency of operations and the best balance between using contracted services and hiring permanent employees.
- Interact cooperatively and effectively with the authorizing school district and provide required reports as requested or required.
- Direct legal counsel as necessary.
- Oversee the annual audit to ensure transparency and compliance.
- Develop and administer the annual budget – subject to Board approval - in accordance with best practices and legal requirements.
- Review data related to student achievement and all aspects of operations to project and plan for short and long-term changes to the instructional program and all aspects of operations.

Officers of the Nonprofit Public Benefit Corporation

President

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

Treasurer

The Treasurer shall keep and maintain adequate and correct books and accounts of the corporation’s properties and transactions. The Treasurer shall send or cause to be sent financial statements and reports as required by law, the bylaws, or the charter. The Treasurer shall make deposits, disburse funds, render accountings, and have any other powers that the Board, contract, job specification, or bylaws may require.

Secretary

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

Parent Involvement

The Charter School will ensure parents have an opportunity to participate in governance of the Charter School through involvement in the Charter School Advisory Council. The Charter School Advisory Council shall be composed of three parents, self-nominated and elected amongst the parent body; three teachers, self-nominated and elected amongst the teachers; and a student representative. The Advisory Council shall meet regularly and shall make recommendations to the

Board of Directors for all aspects of operation. The CEO/Superintendent or designee shall attend all Advisory Council meetings and shall report Advisory Council recommendations to the Board of Directors.

Parents are partners with teachers and staff in their child's path to lifelong learning. ABLE uses a Learning Management Systems (LMS) that allow admin, teacher, students, parents complete transparency of what is happening at school. The LMS links to Student Information Systems (SIS) and Student Assessment Systems (SAS), OneNote, Turnitin, Gamification, and other third-party applications with one login. These tools bridge the gap with the blended learning approach ABLE uses to develop 21st Century Learners and parent partnerships. ABLE also hosts a variety of community events, parent-teacher conferences and notify parents directly when concerns arise.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

ABLE believes that the quality of professional staff is an essential element in ensuring a high-quality instructional program. The Chief of Staff/Human Resources Officer takes responsibility for recruiting the best teachers to meet the community's educational needs and to create the best possible learning outcomes for students.

ABLE teachers must fulfill their individual responsibilities as well as work in concert with all the members of the educational team.

The administration will be responsible for advertising available jobs and soliciting applications from qualified candidates. Applications will be screened by appropriate personnel, and desirable applicants will be invited to interview for available positions. Teachers and other appropriate personnel may be invited to participate in interviewing applicants and in making recommendations for hiring. The Chief of Staff/Human Resources Officer, reporting to the CEO/Superintendent, will be responsible for recommending hiring procedures to the Board of Directors.

LPCS is committed to retaining/employing individuals who are best qualified for their jobs without regard to any legally protected class. LPCS will adhere to applicable California and federal laws in its hiring practices. It is the LPCS' responsibility to obtain criminal background check of all Charter School employees pursuant to Education Code Section 44237 and comply with all state and federal hiring requirements.

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

Administrators will possess a valid California administrative services credential or commensurate administrative and educational leadership experience. New administrators may be required to obtain an administrative services credential as a requirement for appointment to an administrative position.

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

CEO/Superintendent

- master's degree in education or related field
- doctoral degree in education or related field (preferred)
- extensive experience in executive leadership of large school systems
- strong, current background in California charter law and management
- strong, current background with school board support and development

Chief of Staff/Human Resources Officer

- master's degree in education or related field
- extensive experience in educational leadership
- strong, current background in California charter law and management
- strong, current background with state and federal law and best practices for human resources
- valid California administrative services credential or commensurate administrative and educational leadership experience

Principal

- master's degree in education or related field
- valid California administrative services credential
- relevant teaching and instructional leadership experience
- knowledge and command of pedagogy, educational research, and best instructional practices in a digital learning environment

Administrators

- master's degree in education or related field
- valid California administrative services credential
- relevant teaching and instructional leadership experience
- knowledge and command of pedagogy, educational research, and best instructional practices in a digital learning environment

Counselors

- valid California Pupil Personnel Services credential
- strong background in providing student services

Core, College-Prep Teachers

- valid California teaching credential, certificate, or other document required of teachers in traditional public schools

- subject area expertise
- knowledge and command of pedagogy, educational research, and best instructional practices in a digital learning environment

Non-Certificated Personnel

- training, licensure or certification that ABLE requires as set forth in the job description for the position
- specific, position-related experience and expertise

Employee Evaluation

All LCPS employees are formally evaluated annually by their direct supervisor who provides input related to job performance along with suggestions for growth and improvement. Evaluation criteria include: demonstrated commitment to the ABLE mission and goals, level of professionalism, level of accomplishment and performance outcomes, effective participation with colleagues and the greater ABLE team. The schoolwide evaluation process is overseen by the Chief of Staff who reports directly to the CEO/Superintendent.

General Qualifications for all Employees

All employees of LPCS will be able to demonstrate an understanding and ability to effectively perform services that contribute to the primary goals of the Charter School. Employees will be able to operate within all learning programs and be willing to expand professionally. Prior to employment, each employee will submit to a criminal background check as required by Education Code Section 44237. LPCS will adhere to applicable California laws including fingerprinting, drug testing, and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony.

Prior to employment, each employee will submit tuberculosis risk assessment or testing, as well as documents establishing legal employment status. ABLE and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws. All approved policies and procedures of LPCS will be used in the employment of LPCS employees. All employees will receive CPR certification.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

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

- i. that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter*

school.
Education Code Section 47605(b)(5)(F).

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

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The CEO/Superintendent of the Charter School shall monitor compliance with this policy and report to the LPCS Schools Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the CEO/Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision and Hearing

Students will be screened for vision and hearing. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

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

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall maintain 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, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Suicide Prevention Policy

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

Feminine Hygiene Products

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

Nutritionally Adequate Free or Reduced-Price Meal

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

California Healthy Youth Act

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

School Safety Plan

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

Facility Safety

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

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter 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 Section 47605(b)(5)(G).

ABLE will strive to ensure that the racial and ethnic balance of the student population of the Charter School will be reflective of the general population residing within the territorial jurisdiction of the District. ABLE will monitor the racial and ethnic balance among its students on an annual basis and will engage in a variety of means and strategies, including monitoring and revising its student outreach plan on an annual basis, to achieve a racially and ethnically diverse student population.

Outreach and Recruitment Plan

Outreach and recruitment strategies will cover a broad-based recruiting and application process that will try to achieve a racially and ethnically diverse student population, including but not limited to the following:

- Social Media
- Marketing Materials
- Open Houses
- School Tours

Review of Outreach and Recruitment

The Charter School is committed to upholding the District's ethnic balance goal and the school's outreach and recruitment efforts described above will support this.

In order to maintain a racial and ethnic balance among its students on an annual basis, ABLE will maintain an accurate accounting of the ethnic and racial balance of students who enroll in the school, along with documentation efforts that the Charter School has made to recruit a student

population with demographics that are reflective of the general population residing within the territorial jurisdiction of the District. This commitment to maintaining a balance of students will include:

- An annual audit by December 1 each year of the demographics of the enrolled student population
- Ensuring our curriculum and community events honor our diverse school community
- Utilizing Character Education programs that ensure our campus is a welcoming place for all and that our students are taught skills for successfully navigating cultural differences
- Performing a yearly community satisfaction survey

Outreach should be a reflective process where the “results”—demographics of the applicant pool, newly enrolled students and retention of enrolled students—inform future outreach. Each year, ABLE staff will review our enrollment information and determine if our demographics reflect that of our District and, if they do not, we will identify targeted outreach to any underrepresented communities.

We will also review our community satisfaction survey and data collected from our application and enrollment process to evaluate the effectiveness of our outreach methods and to determine any areas of weakness that might be undermining student retention or discouraging underrepresented communities from applying.

Where weaknesses are uncovered ABLE will conduct targeted outreach to ensure our racial and ethnic balance. Examples of targeted outreach might include:

- Offering additional school tours in another language
- Distributing translated brochures to community-based organizations serving the underrepresented population
- Placing advertisements in newspapers serving the underrepresented population
- Participating in, and when appropriate, presenting at events sponsored by community-based organizations serving the underrepresented population

Each year ABLE administration, faculty and parent representatives will examine our enrollment data, and reflect upon the effectiveness of outreach efforts and develop new strategies as needed.

ELEMENT EIGHT: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

Admission

ABLE will actively recruit a diverse student population for its programs. Students residing in Stockton and the surrounding communities, who understand and value ABLE’ mission and are committed to its instructional and educational philosophy, will be encouraged to apply.

The Charter School will be nonsectarian in its programs, admission policies and all other operations and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School will establish an annual recruiting and admissions cycle, which includes reasonable time for all of the following:

- Outreach and marketing
- Orientation sessions for parents and students
- An admission application period
- An admission lottery if necessary
- Enrollment

Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional and operational philosophy and policies at an optional intake orientation. Students and parents will be strongly encouraged to carefully consider the nature of the program, attendance and curriculum requirements prior to applying.

No Admission Testing

Post matriculation, ABLE may administer a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students' readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children.

Home Language Survey

ABLE administers the home language survey at the student's initial enrollment.

Application and Admission Process and Timeline for Application

ABLE uses an Interest Form for students interested in applying to the Charter School. Parents/legal guardians must complete and sign the Interest Form for the year that they wish to apply and return

the form to the Charter School office or submit it electronically online by the published deadline. Applications for admission are made available in accordance with the schedule established by ABLE.

1. An Interest Form must be completed and submitted for all prospective students. The Interest Form is available online or at the ABLE office.
2. Completion of the Interest Form constitutes a student's application to ABLE subject to the applicable application period.
3. If the student qualifies for an admission preference, she/he will receive the benefit of the applicable preference.
4. The lottery will be conducted within approximately one week of the close of the open enrollment period. The day and time will be posted on the Charter School's website at least 72 hours ahead of time. The lottery will be a public event.
5. Families will be informed of their child's status upon conclusion of the lottery. Students who are admitted will be entered into the enrollment process and registration materials will be made available. Students placed on the waiting list will be informed of their number. If an admitted student creates an admission preference for other student(s) whether or not in the same grade, that/those student(s) will receive the applicable admission preference.
6. All of the students whose names are in the lottery pool will be either admitted or placed on a waiting list, by grade, in the order drawn.
7. A concerted and reasonable effort will be made to contact parents regarding enrollment using the phone number(s) and email address(es) provided on the Interest Form. Parents will have 72 hours to respond after which time the space will be offered to the next student on the list.
8. Waiting lists expire annually on January 1.
9. Lottery results from the Secondary Application Period (May 1 – July 31) are subject to any waiting lists remaining from the Initial Application Period (January 1 – April 30).
10. Prospective students submitting Interest Forms between August 1 and December 31 for the then-current school year may be admitted and enrolled if there is space and if there are no names remaining on a waiting list for the relevant grade level. If there is no space, these students may be considered Initial Enrollment Period applicants for the following school year and treated as such.
11. Between January 1 and March 1, all current students will be asked to confirm that they will return for the subsequent year. This confirmation will hold the student's slot for the following year, but no vacancies will be created until a parent formally withdraws her/his child.

Public Random Drawing (Lottery)

If the number of applications for admission in any grade exceeds the capacity of the Charter School for that grade, the available spaces in that grade will be filled by a public random drawing.

Applicants who are not admitted will be placed on a numbered waiting list in the order drawn. The public random drawing will be conducted in accordance with the requirements as set forth in Education Code section 47605(d)(2)(B). Continuing students who are currently enrolled in the Charter School do not need to reapply and are guaranteed admission in the following school year, provided they timely complete a confirmation of continued enrollment as described above.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- siblings of students admitted to or attending ABLE

- children or dependents of a Charter School board member, teacher, and staff member
- residents of the District
- All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO/Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given 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 circumstance will a waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application 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 Charter School will also inform all applicants and 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.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Conditions of Enrollment

After a student has accepted admission to ABLE, the registration process is comprised of the following:

- Completion of student enrollment form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;

- Proof of residency;
- Authorization for the Charter School to request and receive documents from previously attended schools;
- A copy of any existing Student Success Team evaluations and recommendations for the student;
- A copy of any existing 504 or Individualized Education Program for the student.

Non-Discrimination

ABLE shall not require any parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. ABLE 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 the Charter.

ABLE 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.

Homeless and Foster Youth

ABLE 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. ABLE shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and tours, that notifies parents that ABLE is open to enroll and provide services for all students and provides a standard contact number for access to additional information regarding enrollment. ABLE shall comply with all applicable provisions of Education Code sections 48850-48859.

Family Educational Rights and Privacy Act

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

ELEMENT NINE: ANNUAL INDEPENDENT FINANCIAL AUDITS

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

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The LPCS Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The CEO/Superintendent, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the LPCS Schools Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request. The cost of the audit will be a fixed cost in the annual budget to ensure that ABLE is able to comply with this requirement.

ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

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

i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

1) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

ii) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

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. The Charter involved its students and parents in the creation of its discipline policy by accepting input and revisions from the Community Council. The Charter is committed to involving the Community Council in our annual review and revision of the discipline policy.

When the Policy is violated, it may be necessary to suspend or expel a student from regular 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 comport with 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/Superintendent'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 identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

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
- d) during, going to, or coming from a school-sponsored activity.

B. 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 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

1. Except as provided in Education Code 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.

- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription

drug Soma.

- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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, video, 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. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit

photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- 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 shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - 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/Superintendent 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 student had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent 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, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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, video, 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. An act of cyber sexual bullying.

For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (a) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- w) 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/Superintendent 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 student had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent or designee’s concurrence.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the CEO/Superintendent or the CEO/Superintendent’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the CEO/Superintendent or designee.

The conference may be omitted if the CEO/Superintendent 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 shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall 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 shall 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 shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the CEO/Superintendent or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. 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 CEO/Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

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

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 shall 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.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the 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;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. 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 shall 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, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. 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 shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity 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 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 entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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 shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

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

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 shall have the right to have his or her testimony heard in a session closed to the public.

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

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

I. Written Notice to Expel

The CEO/Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall 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 CEO/Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

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

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the LPCS Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall 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.

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the CEO/Superintendent or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The CEO/Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension]

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

a. Procedural Safeguards/Manifestation Determination

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

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

- 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.

3. 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 shall 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, unless the parent and the Charter School agree otherwise.

In accordance with 20 USC 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes

that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. 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/Superintendent 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 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

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

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

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

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

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

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

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Certificated employees of LPCS will participate in the State Teachers' Retirement System (STRS). All employees have access to a 403(b) retirement plan. All employees not eligible for STRS will participate in the federal social security system. LPCS will make the required employer contributions.

The Board of Directors will designate responsibility for ensuring appropriate arrangements for retirement coverage have been made for all employees.

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

District students who opt not to attend ABE may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. No student will be required to attend ABE. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that 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.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at ABE. Employees of the District who choose to leave the employment of the District to work at ABE will have no automatic rights of return to the District after employment by ABE unless specifically granted by the District through a leave of absence or other agreement. ABE employees shall have any right upon leaving the

District to work in ABLÉ that the District may specify, any rights of return to employment in a school district after employment in ABLÉ that the District may specify, and any other rights upon leaving employment to work in ABLÉ that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of Legacy Public Charter Schools and not of the District. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT FOURTEEN: DISPUTE RESOLUTION PROCEDURES

Governing Law: 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 Section 47605(b)(5)(N).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, and (2) ensure a fair and timely resolution of disputes. The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

Public Comments

ABLE Charter School and the New Jerusalem Elementary School District agree to attempt to resolve all disputes regarding the Charter School pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from Within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations of the school, shall be resolved by ABLÉ staff pursuant to policies and procedures developed by the ABLÉ Board of Directors. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Disputes Between ABLÉ Charter School and the New Jerusalem Elementary School District

In the event that ABLÉ and New Jerusalem Elementary School District have disputes regarding the terms of this charter or any other issue regarding ABLÉ, both parties agree to follow the process outlined below.

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and New Jerusalem School District, ABLE staff, employees, and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and CEO/Superintendent of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CEO/Superintendent and District Superintendent, or their respective designees, shall informally meet within ten (10) business days of the date of the written dispute statement and confer to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and CEO/Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If these processes fail to resolve the dispute, the District Superintendent and CEO/Superintendent, or their respective designees, shall meet to jointly identify a neutral, third party mediator to engage the parties in a mediation session designed to facilitate the resolution of the dispute. The format of the mediation session shall be developed jointly. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute, either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and ABLE.

ELEMENT FIFTEEN: SCHOOL CLOSURE PROCEDURES

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

Closure of ABLE will be documented by official action of the Legacy Public Charter Schools Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and

contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of ABLE of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, ABLE will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Legacy Public Charter Schools nonprofit public benefit corporation and will be distributed in accordance with the Articles of Incorporation, should LPCS dissolve. Any unused grant funds and restricted categorical

funds shall be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Legacy Public Charter Schools shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

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

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

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

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System

(CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607. Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g). LCPS will indemnify and hold harmless the District for damages resulting from acts of the Charter

The Charter School shall be operated by Legacy Public Charter Schools, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority 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 the nonprofit corporation or for claims arising from the performance of acts, errors or omissions by the charter school or the nonprofit corporation if the authority has complied with all oversight responsibilities required by law. Legacy Public Charter Schools and the Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District- requested protocol to ensure the District shall not be liable for the operation of Legacy Public Charter Schools or the Charter School.

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

The corporate bylaws of Legacy Public Charter Schools shall provide for indemnification of the nonprofit public benefit corporation's Board, officers, agents, and employees, and Legacy Public Charter Schools and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

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

The LPCS Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Administrative Services

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

Legacy Public Charter Schools will utilize the back-office service provider, CSMC to provide administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, attendance/assessment metrics, and compliance accountability. CSMC is the largest provider of back-office financial services to charter schools, serving over 150 schools throughout the country

Insurance Coverage

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

The Charter School has secured the following insurance policies:

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

Oversight, Reporting, Revocation and Renewal

Pursuant to California law, the authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code section 47613(a), 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. Pursuant to Education Code section 47613(f), "revenue of the charter school" is defined as the

amount received in the current fiscal term from the local control funding formula calculated pursuant to Education Code section 42238.02, as implemented by Education Code section 42238.03.

The New Jerusalem Elementary School District Board of Trustees may inspect or observe any part of ABLE at any time but shall provide reasonable notice to Legacy's CEO/Superintendent prior to any observation or inspection. If the New Jerusalem Elementary School District Board of Trustees believes it has cause to revoke this charter, the board agrees to notify Legacy Public Charter Schools in writing, noting the specific reasonable time to respond to the notice and take corrective action. ABLE understands and accepts that the New Jerusalem Elementary School District Board of Trustees may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that the New Jerusalem Elementary School District has given ABLE prior notice of any grounds for revocation and reasonable opportunity to cure such violation as provided in Education Code Section 47607 and its implementing regulations.

Charter renewals shall be governed by Education Code Sections 47607 and 47605, and applicable regulations.

Term

This charter shall be for the term of five (5) years and shall be effective from July 1, 2019 through June 30, 2024. Legacy Public Charter Schools and New Jerusalem Elementary School District agree to work together to accomplish all tasks necessary to fully implement this charter, including but not limited to the submission of any necessary and prepared waiver requests to the State Board of Education.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing, by the mutual agreement of the Legacy Public Charter Schools Board of Directors and New Jerusalem Elementary School District. Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Sections 47607 and 47605.

Severability

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the New Jerusalem Elementary School District and the Legacy Public Charter Schools Board of Directors. New Jerusalem Elementary School District and LPCS agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Facilities

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

The primary address of ABLE Charter School will be

ABLE Charter School

6515 Inglewood Ave

Stockton, CA 95207

Projecting ABLE' student capacity to 1,142 students in grades K-12, a minimum of **65** classrooms are necessary along with enough office, utility, and reception space as well as additional restrooms. Adjacent property at 552 W Benjamin Holt Dr, Stockton, CA 95207, currently in final stages of negotiation for procurement, is identified to accommodate this growth as follows.

Memorandum of Understanding

The New Jerusalem Elementary School District and Legacy Public Charter Schools may engage in a mutually agreeable MOU, which outlines further details of the relationship between the District and LPCS.

ABLE shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to minimize any risk of liability to the District for the operation of the ABLE. This includes but not limited to:

- Review of each component of Renewal Charter Petition for compliance
- Analysis of whether goals are being met; review of all state a federal student assessment data and reports
- Summary of major decisions made/policies established by the board in each year
- Data on level of parent involvement in governance and operation of the school
- Summary data from annual student/parent satisfaction survey
- Data regarding number of staff, their qualifications and verification of credentials
- Copy of health/safety procedures and summary of any major changes
- Review of the suitability of the facility in terms of health and safety
- Review of the suitability of the facility in terms of educational utility
- Review copies of all required documentation
- Overview of admission practices
 - Number of students actually enrolled
 - Waiting lists
 - Expulsions and suspension
- Review of any internal/external dispute resolution
- Site visit by granting agency including observation of the instructional program

ABLE reserves the rights to purchase administrative or other goods or services from any third party.