



Acumen Academy Charter School

2019 - 2024

"Where the Art of Teaching Meets the Science of Learning"

Submitted to
Los Angeles Unified School District
April 13, 2018

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Affirmations and Assurances

Acumen Academy Charter School (also referred to herein as “Acumen Academy” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to Acumen Academy shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to Acumen Academy under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Acumen Academy. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Acumen Academy, determine attendance by a public random drawing if the number of pupils who wish to attend Acumen Academy exceeds Acumen Academy’s capacity. Preference shall be extended to pupils currently attending Acumen Academy and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Acumen Academy without graduating or completing the school year for any reason, Acumen Academy shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Acumen Academy’s parents, legal guardians, and facilitators regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Acumen Academy hereby declares that Acumen Academy, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public-school employer of Acumen Academy's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Acumen Academy shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the *Assurances, Affirmations, and Declarations* section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Rich Burris, Lead Petitioner
Acumen Academy Charter School

Date

Introduction

Acumen Academy Charter School seeks a partnership with Los Angeles Unified School District to establish a charter elementary school to serve approximately 480 learners in grades TK-5.

The mission of Acumen Academy Charter School is to provide a public educational program where the art of teaching meets the science of learning to support learners and facilitators. Facilitators will implement a constructivist, Project Based curriculum to foster learners' autonomy, critical thinking, and connectedness. Learners will ask questions, take risks, and master content standards in a collaborative environment enhanced by technology.

Acumen's founding team—comprised of educators and parents, believes that offering an Acumen Academy option to the learners, parents, and families of Los Angeles is not a zero-sum game—rather the launch of Acumen Academy Charter School will represent an additional high-quality public educational option offered by the Los Angeles Unified School District.

The Founding Team

Mr. Rich Burris, Executive Director

Rich Burris has spent the last seven years researching best practices for fostering student voice. Mr. Burris is a former business owner who evolved into a teacher, and in time an Assistant School Director, Dean of Learners, and School Director at various Charter Schools in the greater Los Angeles area. Mr. Burris attended Loyola Marymount University, earning his Master's degree in education. He has a strong Project Based learning background and believes that learners will retain content knowledge on a deeper level through Project Based Learning and through practical applications.

Mr. Burris has been an active member of the Fellowship Committee at California Charter School Association, is a member of the Charter School Development Center and has attended the week-long Charter School administration boot camp. Mr. Burris has an endless pursuit for results and is dedicated to providing a rich, engaging learning environment which will ultimately help close the achievement gap in our country. Throughout his career, Mr. Burris has committed himself to creating educational opportunities for families that are innovative, engaging and supportive.

Mr. Clifford R. Moseley, Board President

Mr. Moseley is a native Angelino who has dedicated his adult life to public service. He served six years in the U.S. Military, and after completing his studies at UCLA, has been an educator serving low income families in Los Angeles Communities of color. He has been part of the founding team of a number of Acumen Academy.

Mr. Steven Anastasi, Board Treasurer

Mr. Anastasi is a vice president of Warner Brothers. He ran multi-million dollar budgets at his company. He also served on the Board of Directors of the Little League, California District 25. Mr. Anastasi received his degree in New York University and has been in the entertainment business for over 30 years.

Legal Counsel

The school is currently represented by the law firm Procopio, Cory, Hargreaves & Savitch LLP. Procopio attorneys have been instrumental in developing Acumen Academy's organizational and legal documents in addition to reviewing this petition.

Budget Development

The school's current back office provider is ICON School Management, a leading business-services provider for Acumen Academy in California. ICON worked with the founding team to develop a fiscally-responsible pro-forma budget for the school's first years of operation. ICON provides support to start up and mature Acumen Academy in the southern and northern California region. ICON founders consist of professionals with Acumen Academy and school district auditing experience as well as experience in developing, operating, and renewing high quality Acumen Academy. The team is well-versed in tracking most recent California state budget information as well as meeting federal, state, and local compliance requirements. ICON works proactively in identifying all possible financial and operational hurdles to ensure sound fiscal management of the school and its overall success.

Charter Petition Development

This petition was developed with the support and guidance of staff from the California Acumen Academy Association, the largest Acumen Academy membership organization in the state. CCSA supports the development and continued operation of high-quality, high-performing Acumen Academy throughout California through advocacy, policy recommendation, and knowledge sharing.

Consultation was also provided by ICON School Management and individuals with experience in developing and renewing highly successful Acumen Academy throughout southern California.

Element A/1: Education Program

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

“The annual goals for the Acumen Academy 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 Acumen Academy, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed Acumen Academy will serve high school pupils, a description of the manner in which the Acumen Academy 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 Acumen Academy that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Acumen Academy acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Acumen Academy shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter School Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Acumen Academy shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Acumen Academy shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Acumen Academy “shall consult with facilitators, School Directors, administrators, other school personnel, parents, and learners in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

Acumen Academy shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Acumen Academy shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Acumen Academy shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Acumen Academy, transitional kindergarten shall be considered a part of kindergarten, and therefore learners enrolled in transitional kindergarten at Acumen Academy shall be considered existing learners of Acumen Academy for purposes of Acumen Academy's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Acumen Academy shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Acumen Academy serves learners in grades 9-12, before Acumen Academy graduates its first class of learners, Acumen Academy shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Acumen Academy shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Acumen Academy must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Acumen Academy's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained facilitators and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Acumen Academy shall submit a certification to the LAUSD Charter School Division (CSD) that certifies that Acumen Academy has adopted and is

implementing either the LAUSD English Learner Master Plan *or* Acumen Academy's own English Learner (EL) Master Plan. If Acumen Academy chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Acumen Academy's EL program, and shall address the following:

- How Acumen Academy's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Acumen Academy's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Acumen Academy will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Acumen Academy shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Acumen Academy shall provide a copy of its current EL Master Plan to the CSD.

Acumen Academy shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Acumen Academy shall reclassify English Learners in accordance with federal and state requirements.

Acumen Academy shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Acumen Academy matters to the same extent as other parents.

LEARNERS WITH DISABILITIES

Federal Law Compliance

Acumen Academy shall adhere to all provisions of federal law related to learners with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Acumen Academy shall ensure that no student otherwise eligible to enroll in Acumen Academy shall be denied, directly or indirectly, admission due to a disability or to Acumen Academy's inability to provide necessary services. Acumen Academy acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of learners with disabilities at LAUSD-authorized Charter School, including Acumen Academy.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Acumen Academy intends to operate as a “school of the district” for special education services, Acumen Academy shall execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Acumen Academy regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Acumen Academy reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of Acumen Academy LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two Acumen Academy sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized Acumen Academy to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized Acumen Academy were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized Acumen Academy, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each Acumen Academy will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Acumen Academy that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Acumen Academy accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of learners with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the

District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to learners during the course of their education.

As part of fulfilling the District's obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all learners enrolled on norm day.

- CBEDS

- All Learners enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all learners enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SEPARATE COMMITTEE and Suspension data

- Graduation roster from all charter schools with 12th grade learners with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon Acumen Academy full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Mission and Vision

Acumen Academy Charter School's mission is to provide a public educational program where the **art of teaching** meets the **science of learning** to support learners and facilitators.

Facilitators will implement a constructivist, Project Based curriculum to foster learners' autonomy, critical thinking, and connectedness. Learners will ask questions, take risks, and master content standards in a collaborative environment enhanced by technology.

Our vision is that learners—here at Acumen called “learners”—will learn collaboratively, with their peers and with the guidance of facilitators, synthesizing their skills and creativity in interdisciplinary projects. Acumen Academy learners will be confident in sharing their ideas and presenting their projects to the school community. Our learners will make connections among their projects and the conversations at school with people, places, and systems in the local community and beyond.

Acumen Academy Charter School believes its learners will:

1. Achieve at or above federal, state and district academic expectations; and,
2. Acquire high levels of academic proficiency and literacy in English; and,
3. Participate in a variety of multicultural experiences to develop understanding and respect for all people.

To assure that future citizens contribute successfully, schools must offer a high quality public education to all learners regardless of their race, ethnicity or socio-economic status.

ACUMEN ACADEMY believes that a good education can empower learners with a strong academic and technological skill base, and at the same time develop each student's creative potential, critical thinking and problem-solving skills.

ACUMEN ACADEMY believes that new citizens of the twenty-first century will require skills that give them the ability to communicate across cultures, and the ability to use integrated technology to actively explore local, state, national, and global issues.

ACUMEN ACADEMY believes that its overall mission will be achieved when learners receive:

- A wide variety of academic and cultural learning experiences that develop an understanding of and respect for all people and their cultures.
- A comprehensive balanced academic curriculum that addresses each

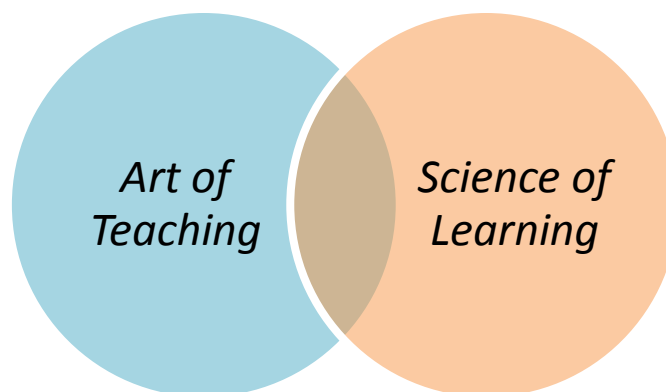
student's academic, interpersonal, social, physical, and emotional development using culturally relevant strategies and materials.

- Opportunities to develop high levels of academic in English, Math and other subject areas.
- Opportunities to use technology for learning.
- A safe and challenging learning community for learners, parents, and faculty that emphasizes global awareness and leadership.

A safe and challenging learning community for learners, parents, and faculty that seeks to assure grade-level student achievement in all content areas and supports learners with learning differences.

Students at ACUMEN ACADEMY CHARTER SCHOOL will develop skills that will allow them to be successful leaders who:

- have the capacity to think analytically and critically; and,
- can bridge gaps between people of various cultural and socioeconomic background; and,
- have the technology to succeed in today's technologically advanced society; and,
- have the ability to critically analyze and solve problems facing their communities and the world.



The Art of Teaching

At Acumen Academy, the art of teaching will be fostered and supported by the implementation of a collaborative teaching and learning culture that draws upon constructivist pedagogy. We believe that the best facilitators facilitate conversations and inquiry among learners, who continuously construct knowledge through inquiry and reasoning. For this reason, we refer to facilitators as “**facilitators**” and learners as “**learners**” throughout this petition. The collaborative teaching environment will enable facilitators to learn from school administrators, outside trainers, each other, and the learners (learners).

The founding team strongly believes that all learners have the innate capacity for success. It is the responsibility of educators to create and maintain a positive culture—marked by norms, values, and artifacts---that support learning at its highest level.

Our Norms

Every learner will be able to lead **classroom tours**, explaining to visitors the purpose, standards, and relevance to the community of projects and assignments. A visitor to Acumen will be able to ask any learner, “What are you working on?” and receive a well-articulated response from a confident child.

A typical school day will begin with a **schoolwide morning meeting**, during which time learners and facilitators might review the goals for the day, sing a song, or take time to answer questions spurred by community events.

Our Values

We value **collaboration, connectedness, and autonomy**. Our Project Based Learning pedagogy will foster engagement among learners, strong oral and written communication, and community-building. At the same time, learners at all levels—including struggling and gifted—will receive the instructional support needed to provide an intellectual challenge and to strengthen skills that need development. A learner who has demonstrated content mastery will be encouraged to pursue an individual assignment or project that enables him or her to engage in the co-design and co-construction of his or her education.

Our Artifacts

The classroom layout at Acumen Academy will support collaborative learning. Classroom furniture will facilitate **flexible configurations**, including pairs and small groups. Acumen will invest in **mobile technology** (i.e. laptops and tablets) to facilitate computer-assisted individualized instruction.

The Science of Learning

At Acumen, the science of learning will be evident by multiple and authentic assessments of learning, the implementation of instructional technology, and a professional learning community that understands and uses data to create a rigorous, positive learning environment.

Acumen will use a variety of assessments to measure student growth and proficiency, as will be described later in Element C. Notably, however, will be the school's use of assessment portfolios to compile authentic documentation of a learner's mastery of content and skills.

Training the team of facilitators will occur in a professional learning community (PLC) setting. The school's professional development cycle will ensure that facilitators receive fundamental and ongoing training in developing, calibrating, and using rubrics; creating interdisciplinary lesson and unit plans that support projects that create near and meaningful experiences for learners—rather than a display or recital of information. Additionally, facilitators will be trained in the use of instructional technology to facilitate engaging lessons, assist learners in building literacy and mathematical skills, and capture and analyze real-time performance data.

Student Population to Be Served

ACUMEN ACADEMY will serve all TK/K-5 regardless of racial, ethnic, linguistic, or economic background. The Los Angeles area is characterized by diversity. Consistent with its stated mission, ACUMEN ACADEMY will actively recruit learners of diverse racial, ethnic, linguistic, and economic backgrounds representative of surrounding neighborhoods.

Given that the District's current student population consists predominantly of various minority groups, ACUMEN ACADEMY will strive to maintain a balanced student population by actively recruiting from all subgroups. Characteristics of the ACUMEN ACADEMY student population will include:

- Ethnic and racial diversity: Located in a center of ethnic and racial diversity, ACUMEN ACADEMY will actively recruit from all ethnic and racial subgroups, consistent with our belief that a diverse student body supports the charter's stated mission to promote responsible participation in the local and global community.

- Language Diversity: Located in an area where many languages other than English as well as non-mainstream forms of English are spoken, ACUMEN ACADEMY will actively recruit from this linguistically diverse community, consistent with our belief that a diverse mix of learners supports one of the charter's goal to promote awareness of and respect for multiculturalism.
- Socioeconomic disadvantage: Located in a center of socioeconomic diversity that includes historically disadvantaged neighborhoods, ACUMEN ACADEMY will actively recruit from underserved neighborhoods, consistent with our commitment to extend opportunities to all learners to participate in an exemplary, rigorous curriculum and achieve academic excellence.

Projected Enrollment

Acumen Academy Charter School shall serve learners in grades TK-5. In the school's first year of operation, we plan to enroll 160 learners in grades TK-2 and add grade 4 and 5 in Year 2 and 3, respectively. We anticipate our total enrollment in Year 5 to reach 440 learners.

Grades	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
TK/Kindergarten	80	80	80	80	80
1	40	80	80	80	80
2	40	40	80	80	80
3	0	40	40	80	80
4	0	0	40	40	80
5	0	0	0	40	40
Total Projected Enrollment	160	240	320	400	440

Proposed School Site

The school intends to locate in South Los Angeles in area of the Pueblo del Rio public housing.

Table 1: Surrounding Schools Demographics

LAUSD Schools	Grades Served	Enrollment (2015-16)	% English Learners	% Qualified for FRPM¹	% Major Ethnicity #1
Holmes Avenue ES	K-6	299	44.80%	94.30%	80.6 % Hispanic or Latino
Ascot Avenue ES	K-5	867	50.70%	96%	91.9% Hispanic or Latino
Hooper New Primary Center	K	216	71.0%%	95.90%	95.2% Hispanic or Latino
Hooper Avenue ES 2	1-5	958	92.80%	90.80%	92.8% Hispanic or Latino
Lillian Street ES	K-6	530	42.80%	94%	98.7% Hispanic or Latino
Dr. Lawrence H. Moore M/S/T Academy ES	K-5	743	56.50%	96%	95.4% Hispanic or Latino
Miramonte Elementary School ES	K-6	749	55.00%	94.50%	96.9% Hispanic or Latino
Middleton Street ES	K-6	1,058	46.50%	94.40%	99.3% Hispanic or Latino
San Antonio ES MAG	K-5	653	36.60%	93.30%	93.0% Hispanic or Latino
49th Street ES	K-5	832	52.50%	94.40%	92.2% Hispanic or Latino

¹ Free and Reduced-Price Lunch

Wadsworth ES	K-5	707	61.50%	91.40%	93.6% Hispanic or Latino
Sally Ride ES A Smart Academy	K-5	562	59.80%	96.60%	90.7% Hispanic or Latino
Pacific Boulevard ES	K-5	613	46.80%	89.10%	98.5% Hispanic or Latino

Table 2: 2016 CAASP MATH Schoolwide Results²

LAUSD Schools	2016 CAASP MATH (Level 1: Standard Not Met)	2016 CAASP MATH (Level 2: Standard Nearly Met)	2016 CAASP MATH (Level 3: Standard Met)	2016 CAASP MATH (Level 4: Standard Exceeded)
Holmes Avenue ES	61%	30%	7%	3%
Ascot Avenue ES	42%	32%	20%	7%
Hooper New Primary Center				
Hooper Avenue ES 2	61%	24%	12%	4%
Lillian Street ES	44%	27%	20%	8%
Dr. Lawrence H. Moore M/S/T Academy ES	50%	34%	14%	3%
Miramonte ES	60%	27%	10%	2%
Middleton Street ES	44%	35%	16%	5%
San Antonio ES MAG	46%	30%	15%	9%
49th Street ES	61%	25%	12%	2%
Wadsworth ES	59%	27%	12%	2%
Sally Ride ES A Smart Academy	62%	26%	9%	3%

² Source: <http://caaspp.cde.ca.gov/>

Pacific Boulevard ES	38%	35%	18%	10%
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Table 3: 2016 CAASP Schoolwide Results ELA/Literacy

LAUSD Schools	2016 CAASP ELA (Level 1: Standard Not Met)	2016 CAASP ELA (Level 2: Standard Nearly Met)	2016 CAASP ELA (Level 3: Standard Met)	2016 CAASP ELA (Level 4: Standard Exceeded)
Holmes Avenue ES	63%	21%	13%	3%
Ascot Avenue ES	48%	21%	19%	11%
Hooper New Primary Center				
Hooper Avenue ES 2	67%	17%	11%	5%
Lillian Street ES	39%	27%	22%	12%
Dr. Lawrence H. Moore M/S/T Academy ES	52%	24%	17%	6%
Miramonte ES	61%	22%	13%	3%
Middleton Street ES	44%	28%	21%	6%
San Antonio ES MAG	47%	27%	20%	5%
49th Street ES	64%	22%	11%	3%
Wadsworth ES	60%	25%	10%	5%
Sally Ride ES A Smart Academy	56%	25%	14%	6%
Pacific Boulevard ES	32%	31%	26%	11%

The achievement levels attained by the learners the LAUSD elementary schools closest to Acumen’s proposed site suggest that new or additional models of education are needed to provide a high quality public education as a viable public-school alternative for Los Angeles parents. For example, in 2015-16, Hooper Avenue Elementary and Ascot Avenue Elementary served respectively 56.7% and 50.7% English learner learners. Acumen Academy’s implementation of Project G.L.A.D. strategies will accelerate English language acquisition for

these English learner learners. Additionally, the Project Based Learning pedagogy and instructional activities will facilitate the use of academic language in heterogeneous groups comprised of learners of various levels of language proficiency.

What it Means to be an Educated Person in the 21st Century

The founding team of Acumen Academy Charter School believes that an educated person in the 21st century must possess wide array of skills in order to reach their full potential and be a productive member of society. An educated person should be able to:

- Read, write, perform arithmetic and mathematical operations;
- Communicate effectively using spoken words, written text, symbols (mathematical and graphical);
- Articulate viewpoints on a broad and deep selection of subject matter;
- Think creatively and logically, make decisions, solve problems, visualize, know how to learn and reason;
- Display responsibility, self-esteem, sociability, self-management, integrity and honesty; and
- Work collaboratively;
- Use technology to advance learning and inquiry;
- Identify, organize, plan and allocate resources; and
- Make sense of a global community.

An educated person in the 21st century will also need a solid foundation of knowledge in core content areas such as math, science, history, and language arts in order to provide a context to understand and interpret new information and problems, and to communicate. Furthermore, an educated person will need to have extensive computer skills and other knowledge of technology. Finally, an educated person in the 21st century will be self-motivated and will seek experiences that allow them to continue growing and developing as lifelong learners.

Specifically, as it relates to technological competence, the following skills will be taught:

- Use of technology to facilitate the gathering and creation of information whether it be through access to online sources or internal databases, or through applications such as Google Education Apps etc. that enable learners to generate their own information
- Use of technology to facilitate and foster inquiry and investigation
- Use of technology to organize and represent data through programs such as Word, PowerPoint, and Excel
- Use of technology to collaborate with others; i.e. video-conferencing, messaging, bulletin boards; social media
- Use of technology to develop creative solutions to real-life problems using various applications

How Learning Best Occur

Acumen Academy Charter School believes that learning best occurs when facilitators create classroom environments that challenge and support learners' learning of standards-based curriculum while promoting diversity, cooperation and individual learning styles.

Learners learn core curriculum best in an environment that promotes enhanced learning opportunities by providing learners access to:

- **Highly Qualified Facilitators:** Acumen Academy Charter School anticipates hiring 100% Highly Qualified (HQ) facilitators. Administrators will seek to develop facilitators' abilities to deliver instruction by creating a cohesive community among facilitators with the support of administration, parents, and learners.
- **Safe Environment:** The school community collaborates to ensure a positive school culture where learners feel capable, supported, and encouraged to take risks. Classroom management strategies align with a positive discipline model fostering respect for all people.
- **Constructivist Approach:** Learning best occurs when learners start with their own knowledge and experiences as the basis for learning. Learners then construct meaning through new learning experiences, engage in skills practice and applying new skills and concepts to real-world scenarios.
- **Data Driven Lesson Plan:** Learners are assessed regularly through school-wide benchmark assessments, teacher created tests, State assessments, projects and portfolios. Data reports are generated and analyzed by school staff. Information gathered through analysis are used to guide lesson plans and implement intervention strategies.
- **Collaborative Environment:** Acumen Academy Charter School believes that collaborative teamwork is essential and an integral part of the educational process. Facilitators encourage learners to work together to solve problems which leads to a deeper level of understanding and builds communication skills.
- **Technology:** Student will have access to a variety of technology-based tools. In addition, facilitators will implement lessons that use technology to supplement learning.
- **Opportunities for Parents to Support Learning:** Parents and facilitators will work as partners to guide and encourage learners to become positive, responsible, determined learners who value themselves and others.

A Typical Day at Acumen Academy

A typical day at the Acumen campus in South Los Angeles begins with the morning assembly. To develop a sense of school unity, all learners will line up by class and grade level. Learners will recite the student Scholars Pledge. The student pledge is as follows:

I am a scholar,

I am intelligent, confident capable, respectful and courageous,

I am a reader, writer, a speaker, a thinker,

I believe in myself, peers teachers, family school and community,

I will not let any negative influences block my road to success,

I am in charge of my education and future.

For I am a scholar, I will succeed

I will reach my goals

I will soar like an eagle and reach for the sky,

I will achieve

*Onward and upward, because **YES, I CAN!***

Learners will have the opportunity to sign up to lead the student body in this pledge. After reciting the pledge, the School Director will address the learners to make announcements and/or provide instruction to the school as a whole. This will be followed by a brief student presentation on *Expected Student Learning Results*.

Learners are led to their respective classrooms where they begin work on their language arts instruction. Using motivating and well-planned lessons, facilitators guide learners through a rigorous oral and written language development program, fostering a love of reading and the promotion of critical thinking skills. Learners are engaged in both small-group and class instruction, with several centers set up in the classroom to provide a variety of literacy and language experiences.

Learners then participate in a hands-on, manipulative-based math lesson, where mathematical concepts are illustrated and made relevant through a dynamic approach to numeracy. A strong emphasis is made on comprehension-based teaching methods to maximize the time spent in class. Facilitators are seen using hands-on methods, including the use of realia, picture files, storytelling and re- telling, visual aids, and graphic organizers to make the language comprehensible to learners.

Learners then move to Social Studies, Science, Physical Education, Visual Performing Arts, Technology, and Health instruction, depending on the day of the week. In Social Studies, learners are engaged in lively discussions of historical narratives meant to bring alive their interest in the past and the world around them. Science learners participate in hands-on experiments designed to demonstrate basic scientific principles, with ample use of manipulatives and real-world materials. Physical Education classes are geared to the appropriate large-motor skills of the learners, and foster a sense of respect, teamwork, and sportsmanship. In art class, learners are exposed to a variety of media and participate actively in the creation and appreciation of all areas of the performing and fine arts. Technology classes will focus on students creating their own content with the use of technology and developing basic to advanced computer skills. Health instruction will focus on learning about human body and teaching/promoting healthy eating and life habits.

During the day, learners have a structured and supervised Nutrition for 20 minutes. Nutrition will be staggered by grade level. Learners and facilitators have staggered 30-minute lunch breaks.

Learners are dismissed by 2:04 pm, sent home with the home task and other materials to enhance learning throughout the day. However, Acumen Academy also offers an after-school program, which includes supervised academic mastery time, enrichment activities, and preview/review activities coordinated with the regular school day curriculum.

It is evident to any visitor that Acumen Academy learners are orderly, yet enthusiastic, respectful of one another and other cultures, active and curious children who are anxious to learn and acquire skills across the curriculum.

The following bell schedule reflects a typical day at Acumen academy

Bell Schedule

Sample TK-5th Grade Bell Schedule		
Time	Minutes	Activity/ Content

7:30-7:50am	20 minutes	Breakfast for Early Arrivals
7:50- 8:00 a.m.	10 minutes	Morning Assembly
8:00- 9:40am	100 minutes	Reading/Language Arts Instruction
9:40- 10:00am	20 minutes	Nutrition/Snack
10:00- 11:40am	100 minutes	Math Instruction
11:40- 12:10pm	30 minutes	Lunch
12:10- 1:04pm	54 minutes	Science/Social Studies
1:04- 2:04pm	60 minutes	Visual Performing Arts/ PE/Health/Technology
2:04pm		Dismissal

Annual Instructional Minutes

The following table is an example of the instructional days at Acumen. This confirms that Acumen Academy will meet or exceed the minimum instructional minute requirement for kindergarten, grade spans 1-3 and 4-5, respectively, set forth by the California Department of Education.

2019-20	Instructional Days	#Minutes per Day	Monthly Instructional Minutes
August	12	324	3888
September	18	324	5832
October	22	324	7128
November	16	324	5184
December	14	324	4536
January	16	324	5184
February	18	324	5832
March	20	324	6480
April	16	324	5184
May	22	324	7128
June	6	324	1944
	180		58320
	Annual Instructional Days		Annual Instructional Minutes
Required annual instructional minutes for kindergarten			36,000

Required annual instructional minutes for Grades 1-3	50,400
Required annual instructional minutes for Grades 4-5	54,000

Calendar

Acumen Academy Charter School shall annually adopt an instructional calendar that meets or exceeds the number of instructional minutes that are required by California Statute. The calendar shall also, as much as possible mirror that of the Los Angeles Unified School District.

School Year Calendar (190 days)

2017-2018

August/September 2017 - 29 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	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

8/17/17 First Day for Teaching Staff
 8/17/17~8/18/17 Pupil Free Days / Teacher PD Days (2/4)
 8/21/17 First Day of Instruction
 8/29/17 Board of Directors Meeting (5:30 pm)
 9/04/17 Labor Day Legal Holiday
 9/26/17 Board of Directors Meeting (5:30 pm)
 9/29/17 Minimum Day - School out at 12:30 pm

October 2017 - 21 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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				

10/09/17 Pupil Free Day / Teacher PD Day (3/4)
 10/24/17 Board of Directors Meeting (5:30 pm)
 10/27/17 Minimum Day - School out at 12:30 pm

November 2017 - 16 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			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		

11/10/17 Veteran's Day Legal Holiday
 11/17/17 Minimum Day - School out at 12:30 pm
 11/20/17~11/24/17 Thanksgiving Holiday (5 Days)
 11/28/17 Board of Directors Meeting (5:30 pm)

December 2017 - 11 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					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						

12/15/17 Minimum Day - School out at 12:30 pm
 12/18/17~12/29/17 Winter Break (10 Days)

January 2018 - 21 Instructional Days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	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			

1/01/18 New Year's Day Holiday
 1/02/18 Classes Resume
 1/15/18 Martin Luther King, Jr. Legal Holiday
 1/23/18 Board of Directors Meeting (5:30 pm)
 1/26/18 Minimum Day - School out at 12:30 pm

Core Curriculum Scope and Sequence

Acumen Academy will implement a TK-5 curriculum organized around a core of basic content areas as delineated in the State of California's educational frameworks for English-Language Arts, English Language Development, Mathematics, History/Social Studies, Science, Physical Education, Health and the Visual/Performing Arts. The curriculum for each core area will be aligned with the Common Core Content Standards and have 21st century skill development embedded.

Transitional Kindergarten

Acumen Academy shall comply with all applicable requirements regarding transitional kindergarten. The school will offer transitional kindergarten (TK) to any student whose 5th birthday falls between September 1 and December 1 of the enrollment year. TK student will receive instruction in core content areas and receive appropriate support in order to access the curriculum. Support includes, but is not limited to, group work, one-on-one with the facilitator, additional time with activities, etc.

ACUMEN ACADEMY will offer transitional kindergarten (TK) to any student whose 5th birthday falls between September 1 and December 1 of the enrollment year. Learners in transitional kindergarten will be integrated with learners in the regular kindergarten program and will be taught the core curriculum. However, TK learners will receive special supports to enable them to access the curriculum. These special supports include small group work, one-on-one with the teacher or Intervention Aide, extra time with manipulatives, extended play, etc. In addition, ACUMEN ACADEMY will provide learners with... "(1) multiple means of engagement, (2) multiple means of representation, and (3) multiple means of expression." ACUMEN ACADEMY TK facilitators will "consider the individual interest levels and learning modalities of each student to ensure involvement in each lesson." (*Transitional Kindergarten IMPLEMENTATION GUIDE*, the California Department of Education; 2013). ACUMEN ACADEMY will comply with all applicable State laws and regulations regarding transitional kindergarten.

English Language Arts/Literacy

At Acumen Academy Charter School, we believe in a balanced literacy approach. This approach is a curricular methodology that integrates various modalities of literacy instruction, which are aimed at guiding learners towards proficient and lifelong reading. The balanced literacy approach is characterized by explicit skill instruction and by the use of authentic texts. We do this by creating a learning environment where our learners see themselves as readers, writers, thinkers, listeners, and speakers.

Through a balanced literacy approach, learners will be able to:

- Build an extensive vocabulary
- Read and write across all content areas
- Engage in discussion in order to develop deeper levels of understanding
- Utilize various reading and write strategies to comprehend literature
- Read and write independent of the facilitator

The main components of a balanced literacy program and Readers Workshop approach are the following:

Reading aloud: Reading aloud is the foundation of the early literacy framework. This is an interactive experience in which readers are engaged in discussing a text throughout the reading. Read-aloud develop high-level thinking and discourse and are an opportunity to deepen comprehension through discourse and active thinking. Facilitators use cognitive resources that actively engage learners in thinking about the text, such as Depth of Knowledge (DOK) and Bloom's levels to increase rigor and raise the caliber of conversation. By being immersed in a variety of well-chosen texts, children not only learn to love stories and reading but they also learn about written language.

Word Study: Word study refers to deliberately investigation of word and includes: sight words, phonemic awareness, phonics, and vocabulary development. It occurs in settings where the teacher directs children's categorization and understanding of how words work through routines, direct instruction and word sorts. Facilitators provide whole group, small group and center instruction throughout the literacy period. Facilitators work towards automaticity and flexibility and constantly return to meaningful texts and prompt learners to use new knowledge in reading and writing settings.

Mini-Lessons: Reading and writing mini lessons are approximately 10 minutes in length and provide daily direct and explicit instruction. The mini-lesson uses a clear and consistent structure that incorporates connections, teaching, active engagement, and a link to real like application. The mini-lesson is always drawn from a unit of study or class need and refers to a text for instructional clarity such as a read-aloud or shared reading.

Conferring: This is an opportunity for facilitators to meet with learners in order to discuss and document specific needs and the progress of the individual reader. The teacher may review a skill or strategy from a previous conference or may set a new goal with the student. Conferences with learners can be based on formal (pre-and post-assessments) and informal (observations & reader's response journal) data. Questions during a conference can be focused

on the data collected or can be used as a means to decide what levels the individual still needs work on and goals around the learners reading level can be set.

Assessment: A balanced reading program uses both formative and summative assessment.

- Formative assessments are assessments **FOR** learning and might include journaling, conferring, observation, self-assessment, and portfolios
- Summative assessments are assessments **OF** learning and might include unit assessments, standardized assessments, and portfolios

Shared reading: Designed to be used with the whole class or a small group, this activity is where learners are reading a common text with teacher support. It provides many opportunities for incidental learning about the way written language works. The text is re-read over several days with various teaching points in mind. Fluency is a key goal of this component and ultimately leads to higher levels of comprehension. The context created by shared reading is totally supportive of young readers as they begin to attend to the details of print while still focusing on meaning and enjoyment. In shared reading, emerging readers get a chance to behave like readers and learn the process.

Guided reading: Guided Reading places the child in a more formal instructional situation. It is the foundations of the literacy curriculum. The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading. It gives the child the opportunity to problem-solve while reading for meaning.

Independent reading: Learners learn by doing and during independent time they are given significant time to read a “just right” book of their choice and practice reading strategies taught in the mini-lesson.

Shared and Interactive writing: Interactive or shared writing provides authentic setting within which the teacher can explicitly demonstrate how written language works. First, the teacher and learners work together to discover a reason for writing. Once the purpose is established, the teacher helps learners gain control over the conventions of print that writers need in order to be able to communicate their messages in written language.

Writer's workshop: Guided writing or writer workshop is another way for facilitators to help children learn to write, but in this case the children are constructing their individual pieces of writing with facilitators (and eventually) peer guidance, assistance, and feedback. The teacher may have individual conferences with children or call them together first for a mini lesson on an aspect of writing from topic selection to composition to punctuation to letter formation.

An example of balance literacy in the classroom can be seen in the following reading workshop mini-lesson:

- A skill is selected using Common Core State Standards.
- The facilitator introduces the skill by connecting it to learners' prior learning.
- The facilitator then explicitly teaches the skill by modeling the strategy in a book the learners have utilized in previous lessons.
- The facilitator uses instructional strategies like "think aloud" to show learners what she is thinking.
- Learners then begin practicing the new skill through independent practice while the facilitator provides support.

Mathematics

Mathematics and quantitative reasoning skills will be central to the curriculum at Acumen Academy. At all grade levels, learners will participate in engaging, hands-on math activities that require critical thinking, problem-solving, and conceptual understanding. Acumen Academy will hold high expectations for all learners in math development and will provide ample support for learners to reach these expectations. Acumen Academy facilitators are using the California Common Core Standards to design units of study which create a balance between conceptual understanding and mathematical fluency. Math content is taught in the context of real-world situations. Hands-on activities and materials in the classroom, as well as ties to Project-Based Learning, will help learners to see the connections between math concepts and the world around them.

As is true across the curriculum, differentiation will be used by facilitators to account for the variety of mathematical experience and skills in a typical classroom. Learners will regularly identify strengths and areas for growth in their Individualized Learning Plan, and facilitators will provide opportunities for flexible pacing and grouping in service of meeting diverse student needs. Pre-assessment and ongoing assessment will be crucial in making sure that every student is suitably challenged and receives the support he or she needs. If a student continues to excel at a rapid pace, that student will be guided and encouraged to explore math concepts on a deeper level that is related to his or her interests.

The math curriculum will be mapped to the CCSS at each grade level. And, in developing curriculum, facilitators will draw from a variety of high-quality resources. Engage New York and Cognitively Guided Instruction (CGI) are examples of current scientifically supported resources

that it emphasizes conceptual understanding, communication about math, and authentic problem solving, that will be considered in choosing a school wide math program.

Science

The science program at Acumen Academy will emphasize inquiry, curiosity, collaboration, scientific literacy, and especially relevancy and application to real world problems. Acumen Academy will use the Next Generation Science Standards (NGSS), which emphasize and align to our goals through inquiry-oriented investigations, real-life application, and interdisciplinary thinking about scientific concepts. FOSS Hands-on Science programs are aligned with the NGSS standards. Learners will have many opportunities to explore their own science ideas through labs and field trips.

Learners will follow the eight practices of science that the Next Generation Science Standards Framework identifies as essential for all learners to learn:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Social Studies

The social studies curriculum will be globally focused and build learners' understanding of themselves and the world around them. Using investigation, thematic units, and essential questions, the social studies curriculum will naturally build upon learners' prior knowledge and experience, will honor and celebrate their diverse backgrounds and cultures, and deepen their knowledge of their place in an ever-increasing global society.

The 2016 History-Social Science Framework and the California State Education Priorities will provide a foundation for learners' learning and will be supplemented as necessary to ensure

that history and social sciences are reflective of learners' cultures and identities. The curriculum will include four main social science disciplines including: 1) History, 2) Geography, 3) Civics, and 4) Economics. Learners will learn to distinguish fact from opinion, connect cause and effect, and examine history through a variety of lenses and perspectives.

Social studies will be presented in three interconnected formats:

1. Within the reading program through informational texts
2. Through personal and informational writing and research in the writing program
3. Via integrated, thematic units of instruction

Physical Education/Health

To ensure that our learners are provided a high-quality, comprehensive and developmentally appropriate physical education program. All learners will receive 60 minutes of physical education daily.

In a report funded by and prepared for the California Endowment (2008) the following findings support the need to ensure our learners are physically fit and academically enhanced:

- Both quantity and quality of California physical education are deficient across grades K-12, but the problems are most severe in elementary school.
- Physical education quantity and quality are particularly deficient for low-income learners and those in racial and ethnic groups at high risk for overweight and obesity.
- Research-based, activity-focused physical education programs for School at all levels have been shown to improve physical activity and provide other benefits, such as improved concentration and decreased disruptive behavior.

With these findings in mind, the physical education program will provide vigorous activity for at least half of the daily time period using a research-based program that will allow learners to meet the standards and in grade 5, pass the *Fitnessgram*.

Our learners will master the following physical education standards:

1. Learners demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Learners demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
3. Learners assess and maintain a level of physical fitness to improve health and performance.
4. Learners demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

5. Learners demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Visual and Performing Arts (VAPA)

Acumen Academy firmly believes in the integration of the arts, which further supports our interdisciplinary, Project Based approach. Utilizing the California State Standards as the foundation, Acumen Academy Charter School will use the arts to ground learners in the discipline, detail and focus of the art form, whether it is multimedia (i.e., visual art, video, audio) or performing arts (i.e., music, drama). The VAPA program our school will ensure that each learner's development will be enhanced through a particular emphasis on music and its relation to the other disciplines, dance, drama, and visual arts.

Our learners will:

- Learn through active practice, rehearsal, and creation or performance of works in the arts
- Read about the arts and artists
- Research, write, and communicate about the arts
- Reflect on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participate in arts criticism on the basis of observation, knowledge, and criteria
- Make connections between concepts in the arts and across subject areas.

The core of the visual and performing arts instructional program will be keyboard music instruction and music theory with an emphasis on its relationship to mathematics. Acumen will incorporate MIND Institute Math Education Process into the curricular design. The MIND Education Process is a set curriculum conducted systematically for the class as a whole throughout the school year, with guidance from an attending Facilitator. Music has a mathematical architecture. The Math+Music component puts a special emphasis on symmetry, including special songs that equally exercise the left and right hands. When learners learn music, they also learn to recognize musical patterns and symmetries, and to connect their understanding of music to mathematical concepts such as addition, fractions, proportions and ratios. The MIND Institute Math Education Process is the utilization of specialized piano keyboard instruction and graphic images and sequences to introduce math principles to assist learners in recognizing and grasping math concepts and problem.

Digital Literacy and Technology Skills

Acumen Academy Charter School will follow a technology scope and sequence adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills to Support the California Common Core State Standards. This scope and sequence fosters the following abilities and skills:

Digital Literacy and Technology Skills

Digital Literacy Categories	Technology Skills
1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.	a. Basic Operations b. Word Processing and Desktop Publishing c. Database Spreadsheets d. Internet, Networking, and Online Communication e. Multimedia and Presentation Tools Web Authoring
2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.	a. Ethics b. Classroom and Society c. Health and Safety
3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation	a. Research b. Problem Solving c. Communication and Collaboration

The entire technology scope and sequence is included as an appendix to this petition.

The projected ratio for learner to Chromebook will be 1:1. Each classroom will be equipped with 5 computers. Facilitators will create lessons that allow groups of learners to rotate to centers. One center will utilize the computers to supplement instruction. Facilitators may require learners to watch videos and conduct research on the content being taught.

Acumen Academy will extensively utilize Google Classroom and Google Apps for Education for learners and facilitators. These Google services are provided free of charge to the school. In addition to investing in student Chromebooks, the school will provide wireless internet access in all areas of the campus and implement internet security software that complies with the Child Internet Protection Act (CIPA).

In addition to integrated technical skills, Acumen Academy is committed to digital safety. Learners will receive instruction in developing digital literacy skills, including self-regulation, curiosity, and responsibility in an extraordinarily connected world. Cyber bullying and cyber safety will be addressed yearly for all Acumen learners.

Standards-Aligned Curriculum and Instructional Materials

All learners will have access to grade level curriculum. Adopted textbooks and other instructional materials will be aligned to the California Common Core State Standards, Next Generation Science Standards, and the 2012 California English Language Development Standards.

The following table illustrates examples of instructional materials that may be used at Acumen Academy

Core Subject	Textbook/Curriculum Adoption	Computer-Assisted Instructional Program
English Language Arts English Language Development	Reach for Reading (National Geographic) K-5 Reach for Reading Designated ELD (National Geographic), K-5 Reading and Writing Workshop (Facilitators College Reading and Writing Project)	Lexia
Mathematics	Eureka Math (Great Minds), K-5	ST Math “Jiji”
Social Science	Social Studies Alive! (TCI), K-4 History Alive! Ancient World and Medieval World & Beyond (TCI), Gr 5-	
Science	Full Option Science System FOSS (Delta Education), K-5 Concepts and Challenges- Life Science (Pearson), Gr 5	

The ELA curriculum will align with the balanced literacy approach to instruction. As part of the curriculum, Acumen Academy Charter School will utilize Reading and Writing Workshop. Developed by the Facilitators College Reading and Writing Program, the curriculum focuses on addressing the needs of learners both as a whole as well as differentiating for the needs of small groups and individuals. The workshop structure is made up of mini-lessons, work time and share time. Mini-lessons are facilitator led, work time allows learners to work independently or collaboratively, and share time permits learners to discuss what they've learned.

By utilizing this curriculum, facilitators are able to successfully:

- model reading and writing
- allow learners to engage in reading and writing independently
- encourage collaboration
- allow learners to compose, revise or edit a piece of writing
- allow learners to use partner reading strategies

Instructional Design

Acumen Academy Charter School will utilize research based instructional strategies that promote collaboration, risk-taking, and critical thinking skills in order to ensure all learners are able to meet and exceed Common Core State Standards. Instruction will be based on the following strategies:

- A. Constructivist Pedagogy- implemented to enable learners to co-design their education with facilitators.
- B. Direct Instruction- strategically implemented during academic intervention "W.I.N.—What I Need time" to accelerate skill building for learners below grade level.
- C. Project Based Learning- creates authentic learning experiences that connect standards to the problem-solving required by our communities.
- D. Instruction is aligned to current standards.
- E. Data Driven Lessons- A variety of assessments informs instruction and identifies learners' strengths and areas of development.

A. Constructivism

Constructivism is an epistemological stance based on the work of Jean Piaget (1896-1980) which theorizes that humans construct meaning—and therefore knowledge—based upon comparing their experiences with what they already know. It is also highly informed by Vygotsky's social development theory, which posits that social learning precedes development – this led to a departure from the standard transmissionist pedagogy of the day, in which learners were passive recipients of knowledge from an active instructor, to a more balanced environment in which both teacher and learner have active roles. Constructivism favors practical, hands-on approaches rather than traditional models of learners undertaking passive activities such as taking notes, listening to lectures, etc. and suggests that no student is a

perfect *tabula rasa*, but rather brings all their prior experiences and cultural background to the learning experience.

Constructivism emphasizes the importance of the role of the student in the learning process, as it is both their preexisting intellectual architecture and their act of integrating new experiences which form their new understanding that is the ultimate product of their education. In pedagogies influenced by constructivism, learners are given more responsibility in the learning environment both in the sense that they have more freedom to operate independently and that they are expected to be more internally motivated to learn.

The Role of the Student; Assimilation vs. Accommodation

Sometimes new experiences reinforce existing opinions of reality, but sometimes they conflict. When this occurs, there are two possible outcomes: either the new experiences are **assimilated** at the expense of preexisting ideas, or they are **accommodated** into the existing paradigm. In the former case, new experiences lead the learner to adopt new opinions about the world around them; in the latter case, new experiences are reframed to conform to what the learner already assumes to be true. In either case, the student has altered their viewpoint of either the nature of their experience or the nature of truth itself. The constructivist classroom is therefore much more likely to encourage acceptance of and respect for alternate viewpoints and ideas.

The Role of the Facilitator

The role of the facilitator shifts from the most active person in the classroom to, ideally the least; rather than giving a lecture to a passive student audience, they are more likely to be facilitators of discussions. Rather than providing facts or vocabulary that the student is then expected to regurgitate upon assessment, the facilitator is more likely to ask questions of the student to encourage critical thinking. Assessments tend to be self-reflective exercises such as journaling or peer-to-peer evaluation, rather than traditional tests. A deep understanding of broad concepts is emphasized over the mastery of isolated facts. The classroom experience relies much more upon the relationship between student and teacher, as the facilitator ends up functioning more as a coach or mentor to the learner.

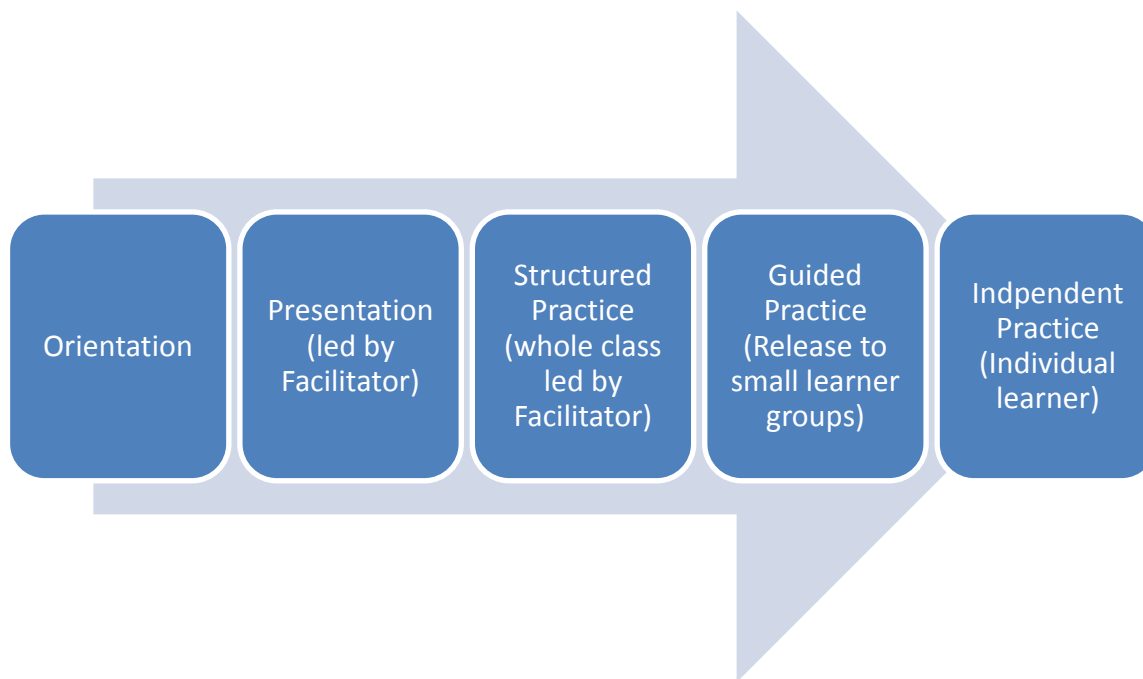
Constructivism in the Classroom

Acumen Academy Charter School facilitators will create constructivist lesson plans that allows learners to build on prior experiences and construct new knowledge through exploration, research and collaboration. One example of this instructional practice can be seen through this Black History Month lesson designed for upper level elementary learners. Learners will be instructed to develop a museum highlighting the contributions of African American leaders.

Small groups will work together to research and creatively present information in an interactive, creative fashion through poetry, songs, quilts, biographies, maps, monuments with labels, and/or stories. As learners work independently and collaboratively to achieve desired goals, facilitators conference with learners to discuss their progress and assess understanding of content.

B. Direct Instruction

Direct Instruction has been proven to be especially successful with English Learners and academically struggling learners because it is explicit, organized, and predictable. Direct Instruction assists learners through a specific design that focuses on getting initial learning into short term memory. When the design is followed, the student will be able to master new learning. Active practice and construction of knowledge in project-based activities facilitate transfer of new learning into long term memory. During W.I.N.—What I Need—intervention time, Acumen Academy facilitators and instructional aides (as budget permits) will follow this cycle of direct instruction:



C. Project Based Learning

Project Based Learning (PBL) is defined as “a teaching method in which learners gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic,

engaging and complex question, problem, or challenge.”³ It can be traced back to the educational theories of John Dewey, who saw the Facilitator’s duty as not being the source of specific ideas or habits in their learners, but rather as a sort of intellectual chaperone, to introduce the learner to influences and experiences that build healthy habits and ideas.⁴

The advantages of PBL have been exhaustively studied, and include deeper understanding of the subject matter, improved communication and interpersonal skills, increased creativity, and improved writing skills.⁵

Acumen Academy Facilitators will follow these steps to create an authentic PBL environment:⁶

- **Establish a Real-World Connection** – The key to deeper learning among learners is to give them material that is personally relevant to them. By looking around in the community and finding a “driving question” for the learners to address, PBL can present issues that actually impact the lives of their learners. This will also afford the Facilitator the opportunity to reach out to local experts, whose expertise can inform the initial discussion of the question among the learners and help to frame the eventual projects that arise.

The School Director, facilitators, and any other instructional staff will participate in professional development in Project Based Learning provided by The Buck Institute. This training will commence during the Summer Institute and will continue with periodic sessions throughout the school year. The School Director will be responsible for ensuring fidelity to the Common Core State Standards, and will regularly meet with facilitators regarding alignment of project content and publisher-developed pacing guides. This continuous professional development in PBL as well as the *de facto* professional learning community comprised of the entire instructional staff will support facilitators’ ability to:

- **Build Rigorous Projects** –Projects will be designed with the assessment standards in mind, and should be the main way learners interact with the material presented.
- **Structured Collaboration:** Facilitators will scaffold learner work by assigning them into groups, offering time management tools, and guiding learner collaboration. Facilitators will move throughout the classroom instead of remaining at the front of the classroom. Learner interaction on the project will lead to increased interpersonal and collaborative skills.
- **Facilitate Learning:** Planning and organization ahead of time will enable the Facilitator to let go and allow the learners to have more agency in their learning process; for example, Facilitators will provide mechanisms for review of concepts,

³ Buck Institute for Education, 2016 - http://www.bie.org/about/what_pbl

⁴ John Dewey, *Education and Experience*, 1938/1997. New York. Touchstone.

⁵ Buck Institute for Education, 2016 - <http://www.bie.org/objects/cat/research>

⁶ Edutopia.org, “5 Keys to Rigorous Project Based Learning” - <http://www.edutopia.org/video/5-keys-rigorous-Project-Based-learning>

meeting learning targets, etc. An example of this is the use of the assessment portfolio. Learners will be active participants in setting their own learning goals and demonstrating content mastery, with an emphasis on demonstrating mastery through peer teaching. This shifts the responsibility of learning from the Facilitator to the community of the classroom, to be shared between the Facilitator and the learners.

- **Embed Assessment:** Rather than a single, cumulative test at the end of a unit, Facilitators will check for understanding continuously. Regularly checking in with learners ensures that the activities are aligned to the driving question. Learners will create artifacts to demonstrate their mastery of the subject matter, and public presentations will be facilitated regularly.

The Buck Institute has further identified elements to insure rigorous PBL, which they designate as Gold Standard PBL.⁷ These elements expound upon those above, including:

1. Goals of the project should be based on standards-based content
2. Level of challenge of the driving question should be appropriate to the learner
3. Project should be extended in scope
4. Project should be authentic (either specifically personal to the learner or grounded in real-world situations, methodology, etc.)
5. Learners should have both a voice in and meaningful decisions regarding the project
6. Project should include time for reflection for both learners and Facilitators
7. Learners should give and receive meaningful feedback to inform their choices
8. Learners should end their projects with a public explanation or performance including people outside the classroom

Additionally, The Buck Institute has identified six instructional practices to help instructors prepare a properly rigorous PBL environment for their learners. These include designing and planning, aligning to standards, building a classroom culture conducive to PBL, managing learner activities, scaffolding pupil learning, assessing pupil learning, and engaging and coaching.⁸

Figure 01: Key Instructional Practices that Support Project Based Learning

⁷ Buck Institute for Education, 2016 - http://www.bie.org/blog/gold_standard_pbl_essential_project_design_elements

⁸ Buck Institute for Education, 2016 – http://www.bie.org/blog/gold_standard_pbl_project_based_teaching_practices



Preparing to Take State Standardized Assessments

ACUMEN ACADEMY will ensure that learners are equally competent in taking computer-based state assessments through the use of the following:

- **Illuminate** – A bank of test items aligned with the CCSS, the use of which will allow facilitators to create assessments that mimic the SBAC. Learners will gain practice in expressing knowledge and concepts through test items that in form and function align with the SBAC.
- **NWEA MAP**– The NWEA MAP test is a benchmark test aligned to the CCSS and mimics the SBAC thus helping to prepare learners for the different question types. It is given three times per year and allows learners to practice their test taking skills.
- **SBAC Practice Tests** – These are practice tests developed by the state that allow learners to experience the SBAC in practice mode; another way to expose learners to the content and features of the SBAC.

1. **Recruitment of Facilitators**

Facilitators will be recruited using the following strategies:

- Edjoin, Monster and other job posting websites
- Participating in University job fairs
- Posting available positions in University schools of education

- Working with teacher education programs to identify potential candidates for intern positions
- Working with teacher education programs to identify potential candidates from the graduating class
- Applying for short-term staff permits to the California Commission on Teacher Credentialing for those with potential to fulfill university teacher credential requirements

Furthermore, ACUMEN ACADEMY seeks to hire faculty and staff who represent the diversity of the community in which the school is located, who are committed to the school's vision/mission, who demonstrate excellence in teaching methodology, and who are compassionate and caring.

As part of the hiring process for facilitators, candidates undergo a rigorous screening process that includes a formal interview, demonstration lesson in front of peers, background clearance, credential verification, and reference checks. ACUMEN ACADEMY adheres to all requirements of Every Student Succeeds Act (ESSA) as it relates to the hiring of credentialed facilitators and paraprofessionals.

ACUMEN ACADEMY facilitators will:

- Design curriculum around the California State Standards in the area of ELA, math, science, social studies, and other subjects.
- Teach standards-based lessons that are rigorous and relevant, make connections to prior learning and the learners' backgrounds, includes multiple opportunities for interaction, and is comprehensible for all learners including ELs.
- Maintain a classroom environment that is conducive to learning.
- Collaborate with peers in a professional learning community that is data driven.
- Provide learners with multiple opportunities to apply learning through the incorporation of project-based learning
- Seek to make connections and communicate with all stakeholders.

Professional Development

Acumen Academy will provide a challenging curriculum that is aligned to the Common Core State Standards, balanced approach to literacy and enriched by Project Based Learning. As a new school, it will be critically important for Facilitators to implement consistent instructional practices and create a rigorous learning environment with marked by high expectations and values. To do this, Acumen Facilitators will be supported by continuous professional development provided by the school's administration, external trainers, and educational partners. The professional development schedule will be developed and revised based on the input of stakeholders and needs assessed through data analysis.

Figure 02: Acumen Academy Professional Development Timeline



In the first year, Facilitators will participate in an 11-day Summer Institute prior to the first day of instruction (Aug 1-4, 7-11, 14-15).

The tentative agenda for Summer Institute 2018 is as follows:

MON	TUES	WED	THUR	FRI
	Aug 1 Morning Afternoon	Aug 2 Morning Afternoon	Aug 3 Morning Afternoon	Aug 4 Morning Afternoon Health insurance orientation
Aug 7 Morning CPR/First Aid Afternoon	Aug 8 Morning Afternoon Employee Handbook Mandated Reporter training	Aug 9 Morning Afternoon Room prep	Aug 10 Morning Afternoon Room prep	Aug 11 Morning Afternoon Room prep
Aug 14 Morning	Aug 15 Morning	Aug 16—First Day of Instruction		

Afternoon Room Prep	Afternoon Room Prep			
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Professional Development during the School Year

Facilitators will also participate in three Pupil Free Days throughout the year. Facilitators and administrators will come together for weekly 90-minute meetings. The focus of each meeting will rotate among the following topics each month:

- Week 1: Review of Instructional Practices
- Week 2: Review of Learner Work
- Week 3: Data Analysis
- Week 4: School Culture

The following table illustrates a sample of annual professional development topics, which will be supplemented by topics identified and requested by Facilitators and staff.

Table 5: Sample Annual Professional Development Topics

Assessments & Standards	Aligning units of study with assessments, CAASPP, CCSS; academic reporting system, progress reports and learner narratives; quarterly benchmarks; scope and sequence; using assessments to inform instruction
Curriculum & Instruction	Balanced Literacy; Project Based Learning, Direct Instruction Lesson Design, Project G.L.A.D., Constructivism
Decoding/Fluency/Vocabulary	Phonemic awareness and phonic; vocabulary
English Learners	CELDT/ELPAC; EL reclassification, 2012 ELD standards, follow up from ELAC ⁹ meetings
Literacy	Reach for Reading; Step Up to Writing; Daily 5; Reading and Writing Workshop; schoolwide strategies for reading non-fiction text; reading fiction; reading comprehension strategies; reading assessments; read alouds

⁹ Acumen will convene an English Learner Advisory Committee (ELAC) when it enrolls 21 or more English learners. Source: <http://www.cde.ca.gov/ta/cr/elac.asp> (Accessed October 17, 2016)

Mathematics	Eureka Math, logical/mathematical reasoning
Operational	Employee handbooks; Child Abuse Training; Mandated Reporting; CRP training; School Safety Plan including emergency drills and active shooter procedures; Identifying homeless learners, foster youth, and at-risk learners; standards/protocol for communicating with families
School Culture	Behavior modification; classroom management, Love and Logic, professional values
Science	FOSS; Next Generation Science Standards, California EEI-Science ¹⁰
Social Science	History Alive! (TCI); capstone projects for social science
Special Education	Modifications and accommodations, 504 plans, SSTs, techniques for differentiation; calendaring and compliance (30-day IEP, annual and triennial IEP meetings)
Writing	Genres (argumentative, expository, descriptive, journals and letters, narrative, poetry); grammar (editing and revising); writer's workshop

Supervision of Instruction

In addition to the weekly professional development meetings, the School Director will meet with Facilitators quarterly during planning time to ensure consistent alignment of instructional content with CCSS as determined through facilitators' lesson plans. Facilitators will be expected to submit unit plans at the start of each new unit. The School Director will conduct frequent informal classroom observations ("walkthroughs"). Feedback on walkthroughs will be provided as short answers to the following questions:

- What's Working Well
- What I Would Like to See
- What I Wonder

The School Director will conduct formal classroom observations in the fall and spring trimester using iObservation, a web-based system that incorporates Charlotte Danielson's teacher

¹⁰ <http://www.californiaeei.org/>

evaluation framework, Dr. Robert Marzano's official research-based strategies for teacher effectiveness, and Dr. Douglas Reeves' standards-based dimensions for leadership performance.¹¹ The School Director will provide timely written feedback comprised of both commendations and recommendations. Through lesson plan and observations, the School Director will assess the effectiveness of the implementation of strategies learned during professional development training and concerns expressed by facilitators. Feedback may also include suggested professional development opportunities as well as providing facilitators with coverage so that s/he may observe a fellow facilitators' classroom.

Facilitators that require additional support as determined by the iObservation protocol will collaborate with the School Director to develop a 6-week improvement plan. The Facilitator and School Director will agree on the goals and measurable outcomes of the improvement plan and meet weekly to discuss progress. As applicable for newly credentialed instructors, a Facilitator's BTSA coordinator will be included in developing the improvement plan and will assist with supporting the Facilitator.

Serving Special Populations

Acumen Academy Charter School believes that all learners need to be supported and challenged in setting and meeting their learning goals.

Acumen Academy Charter School will provide a supportive and challenging learning environment for all learners, including those with special needs—academically low-achieving learners; academically high-achieving learners, English language learners, foster and homeless youth, and learners with disabilities.

Acumen Facilitators, with the assistance of instructional aides, provide differentiated instruction, enabling these special learner groups to receive the attention and support to fortify their strengths and achieve academic growth.

Differentiated Instructional Methods

Examples of differentiated instructional methods that Acumen facilitators will use include:

1. **Smaller class sizes and a small-school environment** will facilitate strong Facilitator-learner-parent relationships.

¹¹ <http://www.iobservation.com/>

2. **Love and Logic** is a classroom management approach that will promote healthy parent/Facilitator and Facilitator/learner relationships and positive school wide discipline.¹² Love and Logic will develop learners' problem-solving skills and provide Facilitators with a positive framework for learner discipline and communication.
3. **Project G.L.A.D (Guided Language Acquisition Design)** is an instructional model with clear, practical strategies promoting effective interactions among learners and between Facilitators and learners that develop metacognitive use of high-level language and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills within the context of Common Core State Standards, Next Generation Science Standards, and California Social Studies Standards.¹³
4. **Visual and Performing Arts** will be an integral part of the Acumen curriculum. Both VAPA specialists and classroom Facilitators will regularly provide arts instruction and appreciation. Visual and performing arts content will be reinforced through Project Based Learning activities. Research supporting how VAPA helps learners learn all subjects, do better, etc.
5. **Interventions** support learners who are not meeting proficiency in English Language Arts/Literacy and Mathematics. At Acumen, we will refer to interventions as "What I Need" or **W.I.N.** time. Each trimester, Facilitators will review assessment data to plan and evaluate differentiated instructional techniques and identify learners in need of W.I.N. time, including potential referral for evaluation of a suspected disability. Modifications such as differentiated instruction, scaffolding, and alternative assignments will be used to address the needs of individual learners.

Intervention Support

W.I.N

Learners who are not meeting grade-level standards will be referred for W.I.N. instruction by their Facilitator or instructional aide. W.I.N. instruction in phonics, writing, comprehension, fluency, and mathematics will be provided during the regular school day. Learners who are not meeting proficiency in a core content area will attend W.I.N. instruction for eight weeks, until they demonstrate on an interim assessment that they are mastering the material and or skill. At the end of the session, learners are re-tested, and if necessary, continue for another W.I.N. session.

Response to Intervention

¹² <http://www.loveandlogic.com/t-what-is-for-Love-and-Logic-Facilitators.aspx>

¹³ <http://begladtraining.com/>

Acumen Academy Charter School will implement a Response to Intervention Program (RTI) with the goal of helping learners identified as needing support with learning and behavior. Learners will be identified through facilitator referrals, State and internal benchmarks, facilitator created assessments, and anecdotal notes. The RTI program will be based on three-tiers of support. The interventions in each tier are research-based to address academic and behavior challenges.

Tier 1: Tier 1 happens in the classroom. All learners are provided with high-quality instruction. Learners who are identified as being low-performing determined via observations and assessments or demonstrating behavior issues are identified by the facilitator and provided additional support in the classroom during the regular school day. This may include preferential seating, one-on-one support and peer mentoring. Learners who show no progress are moved to Tier 2 support.

Tier 2: Learners who do not show progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction. Tier 2 intervention support is provided in a small-group setting in addition to instruction in the regular classroom. The support will be in reading and math. Examples of Tier 2 supports include sensory tools, a reward system, mentoring, daily behavior forms, organizational tools and developing self-monitoring skills. Learners who make progress and attain the desired results exit the program while learners who continue to show little progress at this level of intervention move to Tier 3.

Tier 3: At this level, learners receive individualized, intensive intervention. Tier 3 interventions include individualized support. Learners who make progress and attain the desired results exit the program while learners who continue not to achieve the desired results are referred for an evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004).

An Intervention Team will be assembled consisting of stakeholders including, but not limited to, administration, facilitators, instructional staff, parents, and the learner. A plan will be created so that the struggling learners will be provided with interventions at increasing levels of intensity to accelerate their learning. Progress will closely be monitored by the Intervention Team to assess both the learning rate and need for increased support. The Intervention Team will meet monthly and as needed.

Plan for Academically Low-Achieving Learners

Acumen Academy Charter School believes that all learners need to be supported and challenged in setting and meeting their learning goals. Learners who are at-risk of retention,

who have been retained or who are not meeting grade-level proficiency will receive targeted support.

We will **identify** academically low-achieving learners through a combination of:

- Standardized assessment results
- Summative and formative school-based assessments
- Facilitator observation
- Parent input

We will **support and challenge** our academically low-achieving learners by:

1. Utilizing the RTI program
2. Using Project Based Learning to create opportunities for individualized study based on learner interest
3. Providing supplementary enrichment resources (both paper based and computer-based)
4. Offering differentiated curriculum through computer-assisted instruction
5. Creating classroom and grade-level leadership opportunities

And

- Providing small group instruction (Facilitators and instructional aides)
- Creating Learner Study Teams
- Offering parent workshops to support home-school activities and communication

Plan for Academically High-Achieving Learners

Acumen Academy Charter School believes that all learners need to be supported and challenged in setting and meeting their learning goals. We will **identify** academically high-achieving learners through a combination of:

- Standardized assessment results
- Summative and formative school-based assessments
- Facilitator observation
- Parent input

Parents will be notified in advance of the expected day of testing for GATE. In addition, parents will be made aware of the purpose of the assessment as it will help determine their child's eligibility into the GATE program. In addition, identification will help facilitators implement appropriate activities in the classroom if they have knowledge about their learners' abilities. Parents will be notified via mail as well as a phone call.

We will **support and challenge** our academically high-achieving learners by:

1. Using Project Based Learning to create opportunities for individualized study based on learner interest
2. Compacting and or accelerating the curriculum as learners show mastery of standards.
3. Providing supplementary enrichment resources (both paper based and computer-based)
4. Offering differentiated curriculum through computer-assisted instruction

5. Creating classroom and grade-level leadership opportunities
6. Fostering creativity and exploration

Plan for English Language Learners

Acumen Academy Charter School will meet all requirements of then-current federal and state law relative to equal access to the curriculum that English language learners (ELLs) have full access to the curriculum. Acumen will comply with federal, state, and district mandates regarding ELL education and re-designation of ELL learners.

We will provide a high-quality English Language Development (ELD) instructional program that will enable our English learner learners to attain proficiency in English Language Arts and demonstrate achievement in all content areas.

Facilitator Qualifications

As needed, Acumen Academy Charter School will recruit faculty who are CLAD certified, and who have experience successfully implementing the 2012 English Language Development standards.

Identification

Acumen Academy Charter School will identify ELL learners upon enrollment, through the state required home language survey and records from previous schools, as applicable.

State Assessments

Acumen Academy Charter School will administer the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) ¹⁴ annually in accordance with federal and state requirements.

Reclassification of English Learners

Acumen Academy Charter School will reclassify English Learners in accordance with federal and state requirements. Reclassification to Fluent English Proficient (FEP) will be considered according to the following five criteria:

¹⁴ Full transition to ELPAC Fall 2018. Source:
<http://www.cde.ca.gov/ta/tg/ep/celdttoelpactimeline.asp>

1. **CELDT/ELPAC:** Learner scores an overall performance level of early advance or advanced and skill area scores of 400 or higher in listening-speaking, reading, and writing.
2. **Smarter Balanced Assessment or CMA:** Basic, Proficient, or Advanced performance on the ELA section of the test.
3. **Facilitator Recommendation:** Recommendation may be based on Facilitator observation, review of learner work samples, and learner's demonstrated curriculum mastery.
4. **Parent Opinion and Consultation:** Notice will be provided to parents/guardians of their rights, and they are encouraged to participate in the reclassification process.

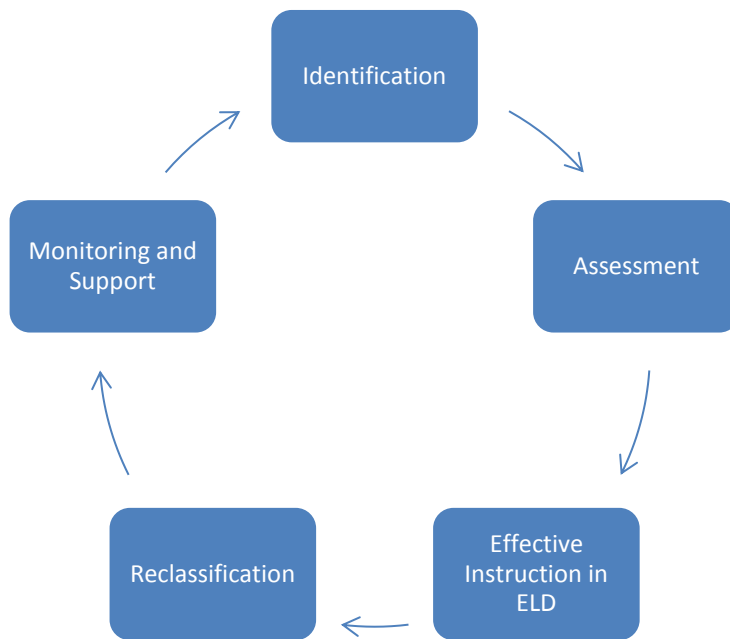
At such time that Acumen Academy Charter School considers including local reclassification criteria (e.g. school-adopted assessment), the School's English Learner Advisory Committee (ELAC) will be review and approve the criteria.¹⁵

The following reclassification procedures will be used:

- a. Annually, the School Director will create a list of all learners who meet the CELDT/ELPAC and Smarter Balanced Assessment criteria for reclassification, as well as an updated potential reclassification list to Facilitators.¹⁶ Each classroom Facilitator will responsible for completing the report card grade and Facilitator recommendation columns of the reclassification list for their learners.
- b. Based on the information provided by Facilitators, the School Director will identify learners who are potentially eligible for reclassification. The Office Manager will send a notification of reclassification letter to these learners' parents. Acumen will provide an opportunity for a face-to-face meeting with the parents to discuss the learner's progress toward English language proficiency.
- c. Reclassified learners will be monitored for two years post reclassification through the collection of SBAC English Language Arts/Literacy results. Learners who appear to not maintain proficiency will be retested and may be reclassified as ELLs again if indicated by the School's criteria.

¹⁵ Title 5, *California Code of Regulations*, sections 11303-Reclassification and 11308 [c][6]-Advisory Committee

¹⁶ Typically in January or February



Instructional Model: Integrated and Designated ELD

At Acumen Academy Charter School, Facilitators will support the language learning needs of English learner learners by developing content knowledge, English language proficiency, and mastery of the California English Language Development standards through integrated and designated English Language Development programs.

“ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.”

CDE (2014), English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

In both integrated and designated English Language Development, English learner learners will (1) learn to use English; (2) learn content through English; and (3) learn about how English works.

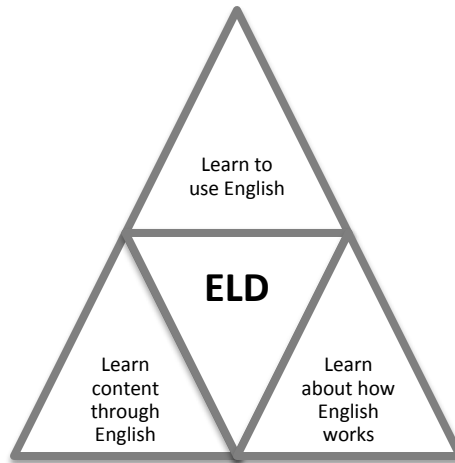
Figure 3: Three Interrelated Areas of ELD Instruction¹⁷

¹⁷ Gibbons, Pauline. 2002. *Scaffolding Language, Scaffolding Learning*. Portsmouth, NH: Heinemann.

Halliday, Michael. A. K. 1978. *Language as Social Semiotic*. London, UK: Edward Arnold.

Schleppegrell, Mary J. 2004. *The Language of Schooling: A Functional Linguistics Perspective*.

Mahwah, NJ: Lawrence Erlbaum.



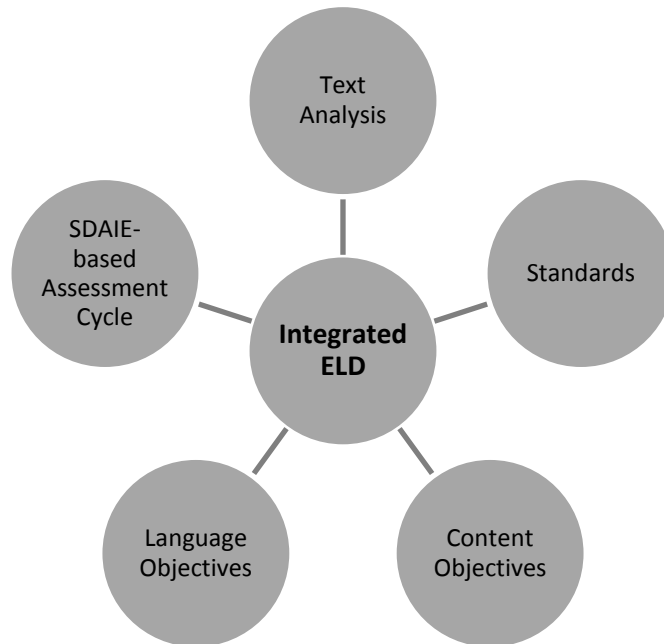
Integrated English Language Development

The Integrated English Language Development Program at Acumen Academy Charter School Charter Public School will provide effective instructional experiences for ELLs that are (1) interactive and engaging, meaningful and relevant, (2) and intellectually rich and challenging, and (3) appropriately scaffolded in order to provide strategic support that moves learners toward independence.¹⁸

Furthermore, the School's integrated ELD program will build both content knowledge and academic English and values and builds on primary language and culture and other forms of prior knowledge. Classroom Facilitators will support the linguistic and academic achievement of English learner learners by providing effective instruction grounded in the appropriate standards for English language development, English language arts, and the specific content area. The following graphic illustrates the components of the School's Integrated ELD program:

Figure 04: Components of Integrated ELD

¹⁸ California Department of Education (2014), Chapter 2, Figure 2.21, English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

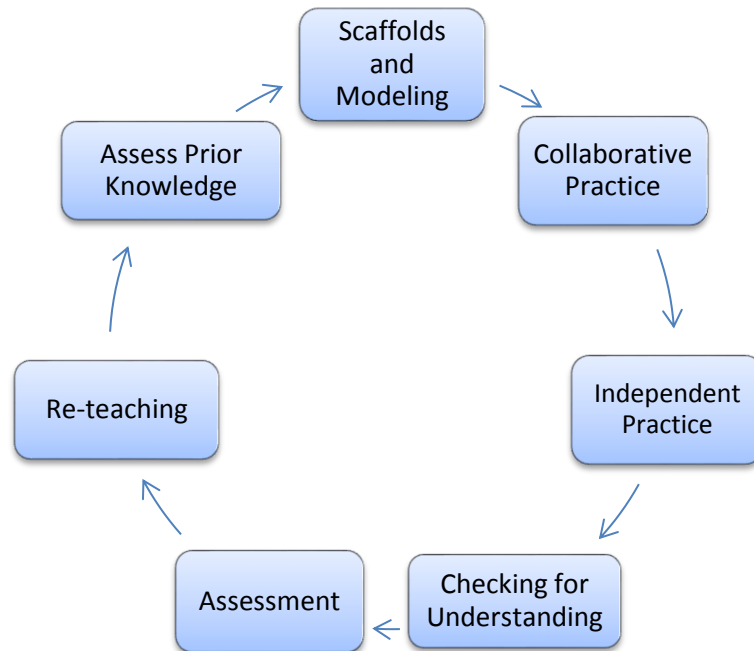


Facilitators will deliver effective integrated ELD instruction that is characterized by:

- **Text Analysis** focuses on comprehension of words, clauses, phrases, and sentences.
- **Standards** addressed encompass content-area standards, CCSS for English Language Arts/Literacy, and English Language Development standards.
- **Content Objectives** are based on grade-level content standards.
- **Language Objectives** are linked to the Content Objectives and are based on text demands using ELD Standards.

Additionally, Facilitators will follow a SDAIE-based assessment cycle that includes scaffolding and modeling, collaborative and independent practice, checking for understanding, and re-teaching, as illustrated in the following graphic:

Figure 05: SDAIE-based Assessment Cycle



To foster learners' ability to learn English, learn content through English, and learn about English, Facilitators at Acumen Academy Charter School will:

1. Routinely examine the texts and tasks used for instruction in order to identify language that could be challenging for English learners
2. Determine where there are opportunities to highlight and discuss particular language resources (e.g., powerful or precise vocabulary, different ways of combining ideas in sentences, ways of starting paragraphs to emphasize key ideas)
3. Observe learners to determine how they use the language Facilitators are focusing on, and
4. Adjust whole group instruction or work with small groups or individuals in order to provide adequate and appropriate support.

Designated English Language Development

Designated ELD will be a protected time during the regular school day when Acumen Academy Charter School Facilitators use the 2012 English Language Development Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.¹⁹

¹⁹ California Department of Education (2014) Chapter 2, English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten through Grade Twelve

During designated ELD, English learners will be grouped at similar English language proficiency levels so that Facilitators can strategically target their language learning needs. Facilitators may use *Reach for Reading Designated ELD K-5* (National Geographic) as the core text during designated ELD instructional time. English learners will receive a minimum of 60 minutes of ELD instruction at the schools' assessed level of English language Proficiency.

During the rest of the day, English learner learners will participate in heterogeneous groups with proficient English speakers. Designated ELD instruction time will be used as a protected time where English learners receive instruction that accelerates their English language and literacy development through:

1. **Intellectual Quality:** Learners will be provided with intellectually motivating, challenging, and purposeful tasks, along with the support to meet these tasks.
2. **Academic English Focus:** Learners' proficiency with academic English and literacy in the content areas, as described in the CA ELD Standards, the CA CCSS for ELA/Literacy, and other content standards, will be the main focus of instruction.
3. **Extended Language Interaction:** Extended language interaction between learners with ample opportunities for learners to communicate in meaningful ways using English will be central. Opportunities for listening/viewing and speaking/signing will be thoughtfully planned and not left to chance. As learners progress along the ELD continuum, these activities will increase in sophistication.
4. **Focus on Meaning:** Instruction will predominantly focus on meaning, make connections to language demands of ELA and other content areas, and identify the language of texts and tasks critical for understanding meaning.
5. **Focus on Forms:** In alignment with the meaning focus, instruction will explicitly focus on learning about how English works, based on purpose, audience, topic, and text type. This will include attention to the discourse practices, text organization, grammatical structures, and vocabulary that enables learners to make meaning as members of discourse communities.
6. **Planned and Sequenced Events:** Lessons and units will be carefully planned and sequenced in order to strategically build language proficiency along with content knowledge.
7. **Scaffolding:** Facilitators will contextualize language instruction, build on background knowledge, and provide the appropriate level of scaffolding based on individual differences and needs. Scaffolding will be both planned in advance and provided "just-in-time."
8. **Clear Lesson Objectives:** Lessons will be designed using the 2012 English Language Development standards as the primary standards and will be grounded in the appropriate content standards.

9. **Corrective Feedback:** Facilitators will provide learners with judiciously selected corrective feedback on language usage in ways that are transparent and meaningful to learners. Overcorrection or arbitrary corrective feedback will be avoided.
10. **Formative Assessment Practices:** Facilitators will frequently monitor learner progress through informal observations and on-going formative assessment practices, and will analyze learner writing, work samples, and oral language production in order to prioritize learner instructional needs.

English Learner Parent/Family Rights

Notification to EL Parents/Families

If a learner is identified as an English learner, Acumen Academy Charter School Charter Public School will notify parents/families in writing within 30 days of the school year starting with information about the learner's English language proficiency level, programs and services available to meet the learner's educational needs, and parental/family rights to opt the learner out of a program or particular services for English learners per Education Code Section 310. At this time, Acumen Academy Charter School plans to only offer an inclusion model for English Language Development.

Title III Parent Notifications

At such time Acumen Academy Charter School receives Title III funding for Limited English Proficient (LEP) learners, the School will provide the required parent notifications, including:

- How parents can be active participants in assisting their children to learn English
- Their learner's identification for or participation in a Title III program

For LEP learners who have been enrolled in the School since the previous school year, parental notifications will be provided no later than 30 calendar days after the beginning of the school year. For new enrollees, AACS will provide the parental notifications within two weeks of a learner being placed in a program. This timeline does not conflict with the state requirement of testing learners for English proficiency within 30 calendar days of enrollment and placement in an appropriate program.²⁰ The Title III notification will be triggered after all the assessments have occurred and a learner is officially placed in a program.

²⁰ (Education Code sections 306(a), 313, 60810-60811, 62002; formerly Education Code Section 52164.1 (b)(c); California Code of Regulations, Title 5, Education sections 4304, 11511; Code of Federal Regulations, Title 34, Education, parts 300, 300.532(a)(c)).

Language Assistance to EL Parents/Families

Acumen Academy Charter School will provide language assistance to limited English proficient parents, such as providing translated materials or a language interpreter. No cost language assistance will be provided by appropriate and competent staff, or through appropriate and competent outside resources.

1. English Learners

ACUMEN ACADEMY is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained facilitators and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), ACUMEN ACADEMY shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Acumen Academy will either adopt and implement LAUSD's English Learner Master Plan *or* implement Acumen Academy's own English Learner Master Plan. If Acumen Academy chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

ACUMEN ACADEMY has adopted and will implement LAUSD's English Learner Master Plan. Should ACUMEN ACADEMY decide to adopt its own EL Master Plan, it shall submit same to LAUSD/CSD.

ACUMEN ACADEMY shall provide to the CSD an annual report of its EL program assessment. Upon request, ACUMEN ACADEMY shall provide a copy of its current EL Master Plan to the CSD.

ACUMEN ACADEMY shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

ACUMEN ACADEMY shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

Process for Identifying English Learners

Appropriate California Dept. of Education procedures and assessment will be used to identify English learners, assess their level of English and home language development, and monitor their progress toward proficiency in English in accordance with California guidelines for reclassification. ACUMEN ACADEMY will comply with all legal prescribed procedures in this area including, but not limited to the following.

ACUMEN ACADEMY will establish a system for enrollment that assures trained staff will assist parents of potential English learners. Parent responses on the Home Language Survey will determine whether or not to proceed with English language assessment.

- Required assessment in English will take place within 30 school days of enrollment using the CELDT/ELPAC. Any student with an overall score of 1 through 3 in the listening/speaking area will be classified as an English learner. In addition, learners in grade 2 and above who receive an overall score of 4 or 5 and a score of 1 or 2 in either the reading or writing skill area will be classified as an English learner.
- Parents will be notified of test results and offered ample opportunity to consult with the school regarding required and appropriate services.

Educational Program for English Language Acquisition

ACUMEN ACADEMY will provide instruction in English language development (ELD) based on each student 's level of English proficiency and designed to support the academic content areas using state-adopted ELD materials. Instruction will take place for 30-40 minutes each day using a designated ELD model. Designated ELD will occur in the classroom. English learners from all language strands will be mixed to participate in appropriately leveled ELD activities designed and implemented by a trained, qualified teacher.

ACUMEN ACADEMY will modify instruction to make the academic language of instruction comprehensible without compromising the core content, providing an ideal environment for language acquisition and cognitive development. Specially Designed Academic Instruction in English (SDAIE) and other ELD models such as the language through content approach will be used to ensure appropriate instruction across the curriculum while developing academic English. Facilitators will use Into/Through/Beyond framework in structuring lessons and include, where appropriate, preview/review of the core skills and concepts in the primary language. All facilitators will be trained and qualified to deliver SDAIE in all academic content areas.

ACUMEN ACADEMY will promote a hands-on, multi-modal approach that makes extensive use of manipulatives, reciprocal reading, graphic organizers, and other SDAIE strategies.

ACUMEN ACADEMY will also support and value the home languages of its learners within an instructional framework consistent with current laws and regulations on language use in the classroom. As a promoter of global education, the development of the home language will receive special emphasis, where possible.

How the Program Will Meet Current ELD Standards

Progress in ELD will be evaluated using regularly scheduled performance assessments and yearly CELDT/ELPAC results. It is expected that all English learners will work toward mastery of the California ELD Standards and make adequate yearly progress. Adequate ELD progress is defined as mastery of one ELD level each school year.

Services and Supports for ELs

ACUMEN ACADEMY will closely monitor student progress and will provide additional in-class, after-school, weekend, and summer opportunities for reinforcement and practice designed to help learners meet expectations. Much of this support is based on results from the various assessment tools used to evaluate EL progress described in the subsequent section *Process for Monitoring Progress of ELs and Reclassified (RFEP) Learners*. This same section also describes how the data will be used and what supports will be given as a result.

Process for Annual Evaluation of EL Program

On a yearly basis, data related to the progress of EL learners will be presented to the English Language Learners Committee. Data to be collected will include the following:

- % meeting yearly progress on the CELDT/ELPAC
- % attaining proficiency on the CELDT/ELPAC
- % reclassifying
- CAASPP results
- Results of internal benchmarks

The committee will use the data to prepare an evaluation of the EL program. The evaluation will include a description of the program, commendations, and recommendations for improvement. The committee will submit the evaluation to the board for their review and consideration. The results of the evaluation will also be made available to the LAUSD Charter School Division.

Process and Specific Criteria for Reclassification

As per LAUSD Master Plan, learners will be identified for reclassification based on the following criteria:

- Score of Basic or above on the most recent California Content Standards Test (CST) or CMA in English-language arts English proficiency on the CELDT/ELPAC: Overall level of Early Advanced (level 4) or Advanced (level 5) with each domain score (Listening, Speaking, Reading, and Writing) Intermediate (level 3) or higher

- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

The school team will review all referrals for reclassification and examine evidence submitted to substantiate claims that the student has no academic deficit in any academic area. When the team determines that all current reclassification criteria have been met, parents will be notified and the student will be reclassified.

Process for Monitoring Progress of ELs and Reclassified (RFEP) Learners

Progress of ELs and RFEP learners will be monitored on a yearly, monthly and weekly basis. Progress will be monitored using a variety of assessment and evaluation tools that will provide feedback to facilitators and administrators as they design educational opportunities for these groups of learners. Each of the evaluation tools used to monitor progress and how the results are used are described below:

CELDT/ELPAC – Annual results of the CELDT/ELPAC test will indicate whether or not ELs are making adequate yearly progress (one level or more). Results will be analyzed yearly as they are made available in January/February. Learners who have not made adequate yearly progress will be assigned to specialized pull-out groups in the afternoon to receive intensified designated ELD instruction (in addition to that which occurs in the classroom) for up to four times per week.

NWEA MAP – Results from this triennial benchmark test will provide facilitators and the ELD coordinator with information regarding progress of both ELs and RFEPs in ELA and Math in comparison with national norms. The test also provides goals for learners in both of the aforementioned subject areas and reports growth made in meeting these goals. Information from these data points will inform creation of pull-out groups in the afternoon designed to meet needs of learners who are on the cusp of proficiency.

Illuminate – Results from the use of these formative tests on a weekly basis (quizzes and tests) will provide valuable and timely information to facilitators allowing them to create differentiated learning opportunities for both ELs and RFEPs as lessons and units of instruction progress.

Grades - Triennial grade reports will apprise administrators and the ELD coordinator of progress made in learning English and content. This aggregated and disaggregated information will be used in the development of school wide strategies to meet the needs of ELs and RFEP learners. Such strategies may include after school tutorials, Saturday School, study clubs, pull-out and push-in groupings, etc.

Access to Full Curriculum

ACUMEN ACADEMY will provide access to the full curriculum for all EL learners using integrated ELD instruction. Integrated ELD instruction is the practice including ELD instruction within the context of content instruction. Integrated ELD instruction occurs using a variety of strategies.

For example, while teaching a unit on native American tribes in the state of California, a third-grade teacher could incorporate GLAD strategies to help learners learn the language used to describe these peoples and their culture. GLAD strategies include a variety of techniques designed to building language while delivering content: content maps; vocabulary charts; sentence patterning charts; etc.

Facilitators will also provide full access to the curriculum by delivering content using sheltered strategies. Sheltering is a way of providing content such that it is rigorous and relevant; comprehensible; provides opportunities for interaction; and makes connections with prior learning, student interests, and the community.

Process for Monitoring Progress and Support for Long Term ELs

According to the English Learner Master Plan of LAUSD, long-term English Learners are learners “in grades 6-12 who have not reclassified after five full years or more in U.S. schools.” By definition, ACUMEN ACADEMY will not have long-term English learners as it is a K-5 school.

However, at the beginning of each year in grades 4 and 5, facilitators will identify potential long-term English Learners using data described above in the section above on EL program evaluation. Criteria for identification as a potential long-term English Learner include the following:

- Failure to advance one level or more on CELDT/ELPAC in the prior year
- Failure to attain proficiency on the CELDT/ELPAC
- Scoring in the lowest quartile on the CAASPP in either Mathematics or ELA, or both
- Failure to meet growth targets on internal benchmarks (NWEA)

Once a student is identified as a potential long-term English learner, he/she will receive one or more of the following supports:

- Small group intervention in either a push-in or pull-out model described elsewhere in petition
- Differentiated instruction/One-on-one tutoring
- Extra time using educational software (i.e. Achieve3000, Lexia, Starfall, etc.)
- Test prep tutorials
- Advanced, content-based ELD emphasizing oral and written academic language development focusing on expository text
- Support intervention that teaches academic language through science or social science content.

- Access to instruction aligned to content standards
- Focus on study skills and critical thinking in all content areas

Plan for Special Education Learners and Learners with Disabilities

Acumen Academy Charter School shall be deemed a local educational agency (“LEA”) in accordance with Education Code section 47641(a) for purposes of compliance with the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA). As such, AACS shall at all times be solely responsible for compliance with the IDEIA in all aspects and for providing learners with exceptional needs who attend the Acumen Academy a free and appropriate public education in compliance with the IDEIA. AACS shall defend and indemnify the District and its respective directors, officers, employees, agents, and volunteers, from and against any and all actions, suits, claims, demands, and losses, and shall pay all costs, including the District’s attorneys’ fees, associated with any due process hearing or legal action arising out of the AACS’ provision of special education and/or related services to former learners of AACS, learners attending AACS, or learners seeking to enroll in AACS.

The Acumen Academy will adhere to all provisions of federal law related to learners with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Acumen Academy Charter School will provide high-quality specialized education, where exceptional learners receive specialized services based on their individual needs. As needed, we will have both on-site full-time and contracted part-time fully credentialed personnel to meet the diverse needs of our learners. Acumen Academy Charter School will follow the discrepancy model to special education.

SELPA Membership

Upon approval Acumen Academy Charter School will research and apply for membership in a SELPA. Acumen Academy Charter School will at all times assume all responsibility for the provision of special education services to learners of the school in accordance with the IDEA and all Education Code provisions related to services for learners with exceptional needs. Policies will be adapted as necessary to comply with any District requirements and the SELPA requirements.

Special Education Staffing

The Education specialist will oversee the special education program and will be a liaison between classroom Facilitators, administration and the part-time, contracted staff. The Education specialist will serve learners with exceptional needs with push-in and/or pull out services. S/he is a member of the Learner Study Team (SST) as needed.

Push-in intervention will occur in the morning under the direction of the classroom teacher. A Special Education Specialist will work closely with learners to provide support in the general education classroom. During the push-in sessions, the specialist will work with a small group or engage learners one-on-one to complete classroom work. Push-in support prevents learners from missing instructional time and limits any disruption to the learners' normal schedule.

Pull-out intervention will occur during the afternoon for selected learners typically outside of the general education classroom. The Special Education Specialist will collaborate with facilitators to create learner groups based on assessment data. Pull-out support allows learners to get more direct instruction support tailored to learners' specific needs.

To the greatest extent possible, IEP services will be provided by the Educational Specialist and general education classroom Facilitators and will be implemented with a push-in co-teaching model. The goal is to have seamless integration with the general education Facilitator using activities such as centers and parallel teaching so that the learners with IEPs receive the needed support without singling them out among their typical peers. Facilitator training will be provided during weekly professional development meetings and grade-level planning meetings will allow the Education specialist and classroom Facilitators to co-plan lessons.

As needed, Acumen Academy Charter School will contract with outside providers such as a speech therapist and a school psychologist to provide learners with their required educational services. AACS will have these specialists provide service to learners as prescribed in their Individual Education Program (IEP). AACS will also have local county providers available for low-incident disabilities.

Acumen Academy Charter School will have two on-site administrators, the Executive Director and the School Director. The Executive Director will be the administrative contact person for all Special Education related issues. S/he will attend SELPA CEO and finance-related meetings to remain current and informed of the latest legislation and changes in Special Education.

Child Find Activities, General Education Modifications, Referral, Assessments, and Developing IEPs

The Acumen Academy Charter School special education program will implement appropriate child find activities, provide general education program modifications, update all CALPADs data to ensure accurate identification of SPED learners, refer learners for assessment, conduct assessments and develop IEPs for identified learners.

Child Find Activities

Child Find activities will include but be not limited to referral by:

- Facilitator or Education specialist
- Parent/legal guardian
- Court-appointed child advocates
- Privately-contracted child advocates
- Public health professional (e.g. Head Start, County Office of Education Pre-School Programs)

General Education Program Modifications

Classroom Facilitators will use a variety of strategies to meet the diverse needs of their learners. Some of these strategies will include: repeated/clarified directions, Facilitator proximity and circulation, providing visual prompts, giving immediate feedback, frequent review of concepts, graphic organizers, modulated voice, re-teaching, small group instruction, one-on-one intervention instruction, peer partners, and individualized instruction and assignments.

Setting Modifications will include preferential seating, grouping, changing schedule, test setting and modifying the school day.

Instructional Materials Modifications will include reducing amount of work, using more appropriate materials based on the learner's academic development level (i.e. phonics, whole language, math manipulatives), changing skills and tasks, using graphic organizers, using manipulatives such as calculators, white boards, unifix cubes, base ten blocks and varied fraction sets.

Referral Process

Before a referral to a Learner Success Team (SST), classroom interventions will be attempted and documented. When interventions have been attempted, the referring party will complete an SST form, which will include the following information:

- Learner's name, age, and grade level
- Date of the referral
- Facilitator's name
- Persons requested to attend the meeting
- Family contact information (parent/guardian names, phone numbers, language spoken at home)
- Method of family notification (e.g. letter, phone or conference) and notes on follow up

Additionally, the SST form will cite learner strengths, parent or Facilitator concerns, assessment and evaluation results, and other information pertinent to service needs and provisions, including work samples. SST meetings will be guided by the following steps:



Formal and Informal Assessment

Assessments administered by the Education specialist will include:

- Woodcock Johnson IV
- Wechler Individual Achievement Test (WIAT)
- Brigance Early Childhood Developmental Inventory

Assessments administered by a licensed school psychologist will include:

- Cognitive Assessment, WISC (Westler Intelligence Scale for Children) IV edition
- Auditory Processing, TAPS III edition
- Visual Processing, TVPS III edition
- VMI (Visual Motor Integration)
- Draw A Person to assess social and emotional development

Speech & Language Assessment Tools that will be used by the speech pathologist:

1. Clinical Evaluation of Language Fundamentals- Fourth Edition: This is for receptive and expressive language skills
2. Receptive One Word Picture Vocabulary Text: This test evaluates receptive vocabulary skills
3. Expressive One Word Picture Vocabulary Test: Tests expressive vocabulary skills
4. Preschool Language Scale- Fourth Edition: Evaluates receptive and expressive language skills in younger children
5. Test of Pragmatic Language: Evaluates social language skills
6. Stuttering Severity Instrument: Evaluates fluency skills
7. Goldman Fristoe Test of Articulation: Evaluates articulation skills

Other evaluation tools will be used as indicated by the Assessment Plan, which will be signed by the parents or guardians. Some of these include: Behavior Evaluation Scale 2nd edition, Behavior Assessment System for Children 2nd edition, and the Gilliam Asperger's Disorder Scale.

The occupational therapist, behavior therapist and adaptive physical education instructor will use other assessment tools as needed.

Learners with Moderate to Severe Needs

As an LEA, Acumen Academy Charter School understands that it must be prepared to provide service to learners with moderate to severe needs who may choose to enroll at the School. The IEP team will review incoming learners' records, ideally before the first day of school, to prepare to serve those learners with extensive, low-incident, or severe needs.

The previously established IEP of all learners enrolling at Acumen Academy will be reviewed and if needed, an Amendment IEP will be held within the first 30 days to ensure that the learner receives the services needed in the educational setting of Acumen Academy or in another setting if Acumen is not the appropriate Free Appropriate Public Education (FAPE) for the learner. As an LEA, Acumen Academy will be financially responsible for the IEP services of any enrolled learner until they age out of the AACCS grade range, regardless of the location of the educational setting mentioned in the FAPE offered to the learner in the IEP or 30-day Amendment IEP.

Transportation

Prior to the first day of instruction after the charter is approved, Acumen Academy will identify a local company with the capacity to provide transportation if it becomes necessary through the IEP process.

Special Day Program

Acumen Academy will be prepared to meet the needs of learners who require the intensive services usually described as a Special Day Program. When possible, the intensive support will be provided in a general education classroom. The School's budget will include a reserve that would allow Acumen to increase staffing to provide support services and minutes that are necessary for this level of service should a learner enroll with an IEP that calls for that level of academic support. In the future, depending on the needs of learners who enroll, Acumen Academy may choose to form a separate Special Day Class. Learners in this non-general education setting class would receive services from an Educational Specialist and they would be integrated, with support, into the general education setting for one or two periods of instruction during each school day.

Nursing Services

Prior to the first day of instruction after the charter is approved, Acumen Academy will sign a memorandum of understanding (MOU) for nursing services with an appropriately credentialed person or agency so that the School is prepared to conduct all health evaluations and will have the ability to request any nursing services that may be determined necessary through the IEP or 504 process.

Development of an Appropriate IEP with SEIS

Special Education Information Systems (SEIS) provides centralized online management of IEPs and Special Education records. Facilitators and Service Providers will be able to edit IEP forms at any time, from any device with Internet access. The IEP forms are pre-populated with information from the SEIS Learner Record, eliminating repetitive data entry. SEIS has a built-in CASEMIS error check utility which can be used at any time. This error check also runs automatically during the IEP Affirm/Attest process so that CASEMIS errors are found and corrected as part of the IEP process.

All CASEMIS, IEP, and Table C Disciplinary information is collected and stored in SEIS from the time the learner is first entered into the system. The learner's records, and all of their historical

information and IEPs, will move with the learner when they transfer to any of the nearly 1,000 districts using SEIS, even when transferring to a different SELPA.

Initial, Annual, and Triennial Evaluation Meetings

The education specialist, school psychologist, speech therapist, parent/legal guardian, classroom Facilitator, school administrator and any other related specialist will be present at the initial, annual and triennial evaluation meetings. The education specialist will track all deadlines and time lines and share required specialized instructional needs and services for each learner with their classroom Facilitator.

Initial IEPs may be triggered by parent request or Facilitator or administrative concern. In both cases, an assessment plan will be developed by the education specialist and approved by the parent/guardian. If a parent declines to have their child assessed for special education, the School may resort to a due process hearing to compel evaluation if they feel that it is urgently necessary. Initial IEPs will include a health assessment and at least one formal evaluation of cognitive ability or academic skills.

Annual IEP meetings will assess goal progress using informal assessments, learner work and Facilitator observations. Initial and triennial evaluation meetings will include reports of testing from both the school psychologist and the education specialist, input from parent/legal guardian, classroom Facilitator and administrator. Based on eligibility criteria being met, IEPs will be created based on FAPE offers of service and goals set. The IEP will be a team-generated contract that requires parental input and signed authorization. Annual IEPs shall include a consideration of the learner's needs during state testing. The IEP shall include specific information about which accessibility tools or accommodations are available and appropriate for the individual learner if they will be taking the Smarter Balanced Assessments. The Executive Director or administrative designee and any educational specialist responsible for writing IEPs shall complete the Individual Learner Assessment Accessibility Profile (ISAAP) tool and training module from Smarter Balanced Assessments to ensure their expertise in selecting accessibility resources that match learner access needs.

Triennial Evaluation IEPs shall include the assessments necessary to determine the progress and current needs of the learner. At minimum, this will include a health report following a nursing evaluation and one of the following formal assessments of cognitive ability or academic achievement: Woodcock Johnson IV, WIAT, Brigance Early Childhood Developmental Inventory, or similar assessment used by a nearby district or county office of education.

All members of the IEP meeting team will sign the Parent Consent form as witnesses to the meeting. One copy of the IEP will be given to the parent/guardian, one copy will be placed in the learner's cumulative file, and one copy will be placed in the learner's special education file. Acumen Academy Charter School, as its own local educational agency, will retain the district special education file.

Parental Request for Evaluation

Parent requests for an evaluation require a written response within fifteen (15) days. If assessments are warranted, an assessment plan will be generated. The team will have sixty (60) days from the receipt of a signed Assessment Plan to complete evaluations and hold an IEP meeting. This will include a Notice of Meeting that is generated ten (10) days before the proposed meeting.

Learners with Disabilities Under Section 504

LEARNERS WITH DISABILITIES

Federal Law Compliance

Acumen Academy shall adhere to all provisions of federal law related to learners with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Acumen Academy shall ensure that no student otherwise eligible to enroll in Acumen Academy shall be denied, directly or indirectly, admission due to a disability or to Acumen Academy's inability to provide necessary services. Acumen Academy acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of learners with disabilities at LAUSD-authorized Charter Schools including Acumen Academy.

Prior to LAUSD Board of Education approval, Acumen Academy shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Acumen Academy regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two Acumen Academy sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full

implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized Charter Schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized Charter Schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized Charter Schools other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each Acumen Academy will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter Schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter Schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All Charter Schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of learners with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to learners during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated Charter Schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all learners enrolled on norm day.

- CBEDS

- All Learners enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all learners enrolled on norm day.

- Dropout

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SEPARATE COMMITTEE and Suspension data

- Graduation roster from all Charter Schools with 12th grade learners with disabilities

The MCD requires Charter Schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All Charter Schools are required to utilize MiSiS directly or interface with MiSiS via a web-based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon Acumen Academy full utilization of MiSiS either directly or via a web-based API, the list of required data above will automatically be captured within MiSiS.

Acumen Academy Charter School will comply with federal law concerning learners with disabilities who qualify for services or accommodations under Section 504.
(<http://www2.ed.gov/about/offices/list/ocr/504faq.html#protected>)

Section 504 states that:

No otherwise qualified individual with a disability in the United States, as defined in section 706(8) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)]. To be covered under Section 504, a learner must be "qualified" (which roughly equates to being between 3 and 22 years of age, depending on the program, as well as state and federal law, and must have a disability) [34 C.F.R. §104.3(k)(2)]. As defined by federal law: "An individual with a disability means any person who: (i) has a mental or physical impairment that substantially limits one or more major life activity; (ii) has a record of such an impairment; or (iii) is regarded as having such an impairment" [34 C.F.R. §104.3(j)(1)].

Although statute does not clearly define several of the terms used above, Acumen Academy understands "substantially limits" to mean a significant impairment in comparison to same-age peers without the use of mitigating measures, such as medication. Major life activities are understood to include a broad category of actions that would be common in a school setting such as standing, walking, bending, carrying a backpack, breathing, seeing, etc. In the Americans with Disabilities Act Amendments Act of 2008 (Amendments Act), Congress provided additional examples of general activities that are major life activities, including eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, and communicating. Congress also provided a non-exhaustive list of examples of "major bodily functions" that are major life activities, such as the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Learners who are currently using illegal drugs are not eligible for Section 504 services and protections. Learners with a temporary condition, expected to last less than six months, are not necessarily to be considered as a person with a disability and in such circumstances, it may be more appropriate to address temporary needs within the general education program.

Evaluations and placement decisions for eligibility for 504 services "...are to be made by a group of persons who are knowledgeable about the child, the meaning of the evaluation data, placement options, least restrictive environment requirements, and comparable facilities" [34 C.F.R. §104.35(c)(3)]. Eligibility does not depend on any single source of information and multiple measures will be used to determine the limits experienced by a child. A medical diagnosis alone is not sufficient to establish eligibility. The legal requirement for "periodic" re-evaluation shall be interpreted to mean at least once every three years, or more often as individual circumstances warrant.

Typical accommodations for 504 eligible learners might include preferred seating, sensory breaks, enlarged print texts, recordings of lectures, copies of notes from a Facilitator or peer, oral tests or modified class schedules.

Parents/legal guardians will be given notice any time that the school is considering 504 eligibility. This notice will include a summary of their rights under section 504. Learners with a 504 are always placed in a general education setting unless they also have an IEP. The law does not require that a parent/guardian be included on the 504 team, but Acumen Academy will invite parents/guardians to be present during any meeting held to evaluate a learner under Section 504.

Foster Youth

Acumen Academy Charter School will identify Foster Youth at the time of enrollment when filling out enrollment forms. Foster Youth may experience problems such as health, behavioral, and social issues, disruption in their livelihood, gaps in education, and poor academics. The school will maintain communication with social workers to establish foster care status of learners throughout the school year. In addition, learners in this category will be monitored using surveys, informal/formal assessments, and teacher observations. Acumen Academy

Charter Schools' intervention programs will provide several levels of guidance and support for Foster Youth depending on the needs of the learners. As needed referrals will be made to outside services to support learners and families with crisis needs. Other issues specific to Foster Youth are described below.

Condition	School Response	Person(s) Responsible
Attendance at Multiple Schools	<ul style="list-style-type: none"> • Provide a welcoming environment • Assign an individual to be the point person for all issues related to the foster youth. At ACUMEN ACADEMY, this person is the School Director. • Provide stable environment at school <ul style="list-style-type: none"> ○ Maintain daily schedules and routines ○ Provide consistency in supports ○ Keep child informed of upcoming changes • Maintain contact with prior/future schools in order to facilitate transfer of information and documentation 	All Staff All the Time and the School Director
Gaps in Education	<ul style="list-style-type: none"> • Enroll learners as quickly as possible • Enact policy to enroll foster youth even in the event not all enrollment information is readily present • Identify educational needs as quickly as possible and begin intervention process to address needs if present 	ACUMEN ACADEMY Administration
Disruption	<ul style="list-style-type: none"> • Provide informal/formal counseling to student to help him/her deal with the many disruptions that arise as a result foster home placement 	School Counselor on an as needed basis

Learners Achieving Below Grade Level

Identifying Learners Achieving Below Grade Level:

ACUMEN ACADEMY will use a variety of tools to identify learners achieving below grade level. Collectively, these tools represent a broad array of assessments that can be used at various stages of the learning process to identify struggling learners. Their use in identifying learners in this category is described below.

Assessment Name	How It Is Used
Illuminate	An online bank of standards aligned test items that can be used to create quizzes or tests. Can be used both summative and formatively to identify learners who are not meeting standards. For example, the “on the fly mode” allows learners to take and grade quizzes on their own during the course of the lesson. Summative style tests can also be administered using Illuminate and scored immediately using the online testing features. Provides facilitators and learners information as to how well learners are learning and if they are struggling to achieve grade level standards.
NWEA MAP	A benchmark exam given three times per year in ELA and math. Provides information as to how learners are meeting/not meeting standards. Also provides comparison with national norms.
LAUSD writing benchmark	Given twice a year. Along with the rubric used to score the writing samples provides information as to whether or not learners are at grade level in their writing performance. Provides both summative and formative information.
CAASPP	Tests such as the SBAC are given once a year and provide stakeholders with concrete information regarding the achievement of standards. The information can also be used formatively to modify learning structures and inputs.
End of unit/chapter tests	Typically, publishers’ tests that provide summative information regarding a student’s application of knowledge and learning over the course of a unit. Can be used formatively as it often informs re-teaching strategies to meet needs of struggling learners.
Informal Assessments Given on the spot	These include a variety of strategies designed to provide information to facilitators regarding student

	learning during the course of a lesson. These can include such things as plickers, hand signals, questioning, and monitoring of pair shares or group work. Facilitators gain insight into how struggling learners are learning or not learning and are able to redesign lesson strategies on the fly to meet the needs of these learners.
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How the School Will Meet and Monitor the Educational Needs of These Learners

Once a student is identified as achieving below grade level or as struggling with acquisition of Spanish, he/she will receive support through a highly structured intervention program as described in the section ***Intervention and Enrichment Programs***.

ACUMEN ACADEMY will monitor progress of learners in this category using the aforementioned assessment tools. If a student is not able to achieve at grade level with supports of the MTSS, intervention program, or the SST as described previously, and upon exhaustion of all interventions and supports, he/she may be evaluated for special education services.

Socio-Economically Disadvantaged/Low Income Learners

How the school will identify learners in this group:

The overwhelming majority of learners at ACUMEN ACADEMY falls into this category. Learners are identified as socio-economically disadvantaged primarily through participation in the free/reduced lunch program and secondarily through exhibition of traits associated with being so disadvantaged. Conditions associated with this category include emotional and social challenges; acute and chronic stressors; cognitive lags; and, health and safety issues.

Each of these conditions will be treated as described in the table below.

Condition	School Response	Person(s) Responsible
Emotional and Social Challenges	<ul style="list-style-type: none"> • Embody respect by giving it to learners • Encourage discipline through positive relationships • Embed development of social skills throughout the day • Be inclusive by using affiliate language such as “our school”, “our class” • Celebrate effort as well as achievement 	All Staff All the Time

	<ul style="list-style-type: none"> • Thank learners for small things such as making it to class 	
Acute and Chronic Stressors	<ul style="list-style-type: none"> • Recognize the signs of stress – apathetic/rude behavior • Seek positive discipline processes for correcting such behavior • Alter the environment by reducing parallels with prison, reducing homework stress, using cooperative structures instead of top-down authoritarian structures • Empower learners by introducing conflict resolution skills, teaching the value of restitution, teaching social skills and stress reduction techniques 	All Staff All the Time
Cognitive Lags	See supports for learners achieving below grade level .	
Health and Safety Issues	<ul style="list-style-type: none"> • Conducting health screenings 	Administrative staff to schedule during the 1 st trimester each year
	<ul style="list-style-type: none"> • Provide parent training in areas of critical needs 	Administrative staff to schedule and provide throughout the year
	<ul style="list-style-type: none"> • Providing links to community resources for providing needed services • Provide an enriching school environment <ul style="list-style-type: none"> ○ Minimize negative stress ○ Cognitively challenging curriculum ○ Tutoring and pullout services ○ Foster close relationships ○ Plenty of exercise options 	All Staff All the Time
Lack of Enrichment Opportunities	<ul style="list-style-type: none"> • Provide field trip opportunities 	Administrative Staff
	<ul style="list-style-type: none"> • Provide after school enrichment program 	Administrative Staff in conjunction with after school program coordinator
	<ul style="list-style-type: none"> • Provide enriching curriculum through Global Education, Language immersion, and music instruction 	All Staff All the Time
	<ul style="list-style-type: none"> • Provide access to community resources 	Administrative Staff at

	offering enrichment activities <ul style="list-style-type: none"> ○ County Museums ○ Local sports clubs ○ Tutorial programs ○ Boys and Girls clubs ○ YMCA/YWCA 	Beginning and End of Year
	<ul style="list-style-type: none"> ● Organize various events to enrich educational program <ul style="list-style-type: none"> ○ Harvest Festival ○ Winter/Spring Performances ○ Inspire Week ○ Theme Day 	All Staff Throughout the Year
	<ul style="list-style-type: none"> ● Provide high quality instruction using a variety of related approaches and strategies <ul style="list-style-type: none"> ○ Inquiry based instruction ○ Project based instruction ○ Brain based learning ○ Cognitive approaches 	All Staff All the Time
Lack of School Uniform	<ul style="list-style-type: none"> ● Referral to cost effective sources of uniforms ● Access to school uniforms owned by the school ● Facilitation of uniform exchanges and uniform hand-me-downs 	All Staff All the Time

Meeting the challenges of the socio-economically-disadvantaged will require that all staff including facilitators, administration and support staff implement these strategies on a daily basis. Some of these actions will require administrative support such as the scheduling of assessment, recruiting the best staff, scheduling health screenings, and providing academically enriching activities and parent training.

Monitoring progress of learners in this category will include collecting data on behavior referrals, suspensions, expulsions, and student surveys.

Element B/2: Measurable Pupil Outcomes

“The measurable pupil outcomes identified for use by the Acumen Academy. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the Acumen Academy, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the Acumen Academy.” (Ed. Code § 47605(b)(5)(B).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Acumen Academy shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Acumen Academy shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Acumen Academy Charter School is committed to providing a rigorous and relevant educational program, and setting high academic and social expectations for all of its learners. Our learners will attain the skills, knowledge, and attitudes as described in this charter petition. In partnership with parents and families, the Facilitators, instructional staff, and administrators will continuously assess the implementation of the educational program and services, review services and actions, and revise goals as needed to increase the trajectory of success for all learners, both schoolwide and for learner subgroups.

The School’s educational program will be grounded by the Common Core State Standards, Next Generation Science Standards, 2016 History- Social Science Framework and the 2012 English Language Development Standards. The following section provides assurances related to Measurable Pupil Outcomes as well as a description of our intended measurable pupil outcomes.

Assurances Related to Measurable Pupil Outcomes

Acumen Academy Charter School:

- Shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

- Shall align with the California 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 Acumen Academy.
- Shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Measurable Pupil Outcomes Aligned to State Priorities

Acumen Academy Charter School has developed the following school-wide and subgroup pupil outcomes, which are aligned to California's eight State Priorities. For ease of reading, the measurable outcomes and methods of measurement are presented in the following tables here in Element B, and not separately in Element C. The Executive Director and School Director will monitor progress made in each category and report findings to the Board of Directors.

STATE PRIORITY #1— BASIC SERVICES	
The degree to which Facilitators 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))	
SUB-PRIORITY A-FACILATATORS ²¹	
GOAL TO ACHIEVE SUB-PRIORITY	All Facilitators will be fully credentialed. Facilitators will be appropriately assigned for their teaching placement to ensure all learners have access to the necessary curriculum and materials to be academically successful.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director or his/her designee, will ensure:</p> <ol style="list-style-type: none"> Applicants are screened for credentials appropriate for position. Facilitator candidates submit documentation of credential/s prior to start of employment. The School provides induction support to Facilitators holding preliminary credentials. A bi-annual review of credential expiration dates. The Office Manager maintains a tickler log to remind Facilitators of credential expiration date. Newly credentialed Facilitators participate in Induction Support
MEASURABLE OUTCOMES	<p>2019-20</p> <ol style="list-style-type: none"> 100% of Facilitators will hold current, valid California teaching credentials. 100% of the Facilitators will be appropriately assigned for their teaching assignment.

²¹ In this petition, Teachers are referred to as Facilitators

	c. 100% of eligible Facilitators will be offered the option to participate in the New Facilitator Induction Program.
	2020-21 <ul style="list-style-type: none"> a. 100% of Facilitators will hold current, valid California teaching credentials. b. 100% of the Facilitators will be appropriately assigned for their teaching assignment. a. 100% of eligible Facilitators will be offered the option to participate in the New Facilitator Induction Program.
	2021-22 <ul style="list-style-type: none"> a. 100% of Facilitators will hold current, valid California teaching credentials. b. 100% of the Facilitators will be appropriately assigned for their teaching assignment. c. 100% of eligible Facilitators will be offered the option to participate in the New Facilitator Induction Program.
	2022-23 <ul style="list-style-type: none"> a. 100% of Facilitators will hold current, valid California teaching credentials. b. 100% of the Facilitators will be appropriately assigned for their teaching assignment. c. 100% of eligible Facilitators will be offered the option to participate in the New Facilitator Induction Program.
	2023-24 <ul style="list-style-type: none"> a. 100% of Facilitators will hold current, valid California teaching credentials. b. 100% of the Facilitators will be appropriately assigned for their teaching assignment. c. 100% of eligible Facilitators will be offered the option to participate in the New Facilitator Induction Program.
METHODS OF MEASUREMENT	Initial and annual verification of teaching credential as reported by the California; Commission on Teacher Credentialing; CALPADS Report 3.5; ESSA or then-current federal compliance reports; annual publication of School Accountability Report Card (SARC);

SUB-PRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUB-PRIORITY	Learners, including all significant learner subgroups—including but not limited to Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Learners with Disabilities—will have access to instructional materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional materials as outlined in this charter petition.
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ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • The Executive Director will ensure that the annual school budget provides sufficient funding for the school to purchase instructional materials aligned to the standards described and referred to in this petition. • The School Director, in collaboration and consultation with Facilitators to the extent possible, will purchase instructional materials, including textbooks and software licenses, before the beginning of each school year.
MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> • Annual expenditures for core instructional materials will occur in July and or before the beginning of the school year. • The School will take delivery of core instructional materials (e.g. textbooks and software licenses) before the first day of summer professional development (mid-August). • The school's annual cash flow projections will reflect the anticipated purchase of core instructional materials (i.e. textbooks and software licenses) no later than July.
	2020-21 <ul style="list-style-type: none"> • Annual expenditures for core instructional materials will occur in July and or before the beginning of the school year. • The School will take delivery of core instructional materials (e.g. textbooks and software licenses) before the first day of summer professional development (mid-August). • The school's annual cash flow projections will reflect the anticipated purchase of core instructional materials (i.e. textbooks and software licenses) no later than July.
	2021-22 <ul style="list-style-type: none"> • Annual expenditures for core instructional materials will occur in July and or before the beginning of the school year. • The School will take delivery of core instructional materials (e.g. textbooks and software licenses) before the first day of summer professional development (mid-August). • The school's annual cash flow projections will reflect the anticipated purchase of core instructional materials (i.e. textbooks and software licenses) no later than July.
	2022-23 <ul style="list-style-type: none"> • Annual expenditures for core instructional materials will occur in July and or before the beginning of the school year. • The School will take delivery of core instructional materials (e.g. textbooks and software licenses) before the first day of summer professional development (mid-August). • The school's annual cash flow projections will reflect the anticipated purchase of core instructional materials (i.e. textbooks and software licenses) no later than July.

	<p>2023-24</p> <ul style="list-style-type: none"> • Annual expenditures for core instructional materials will occur in July and or before the beginning of the school year. • The School will take delivery of core instructional materials (e.g. textbooks and software licenses) before the first day of summer professional development (mid-August). • The school's annual cash flow projections will reflect the anticipated purchase of core instructional materials (i.e. textbooks and software licenses) no later than July.
METHODS OF MEASUREMENT	Board-approved school budget and subsequent financial statements; current inventory of textbooks, consumables, software licenses etc will confirm 100% learner access to these materials.

STATE PRIORITY #1 SUB-PRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School will create a safe physical environment and a positive learning space for both learners and facilitators. School facilities will be clean and maintained in good repair.
ACTIONS TO ACHIEVE GOAL	<p>Acumen Academy Charter School Executive Director or his/her designee, will:</p> <ul style="list-style-type: none"> • Develop a comprehensive safety plan, including a crisis response and management plan. • Ensure daily/weekly, monthly, and periodic maintenance and cleaning by custodial staff • Conduct regular facility and fire life safety inspections.
MEASURABLE OUTCOMES	<p>2019-20</p> <ul style="list-style-type: none"> • On the annual California School Staff Survey, employees will indicate 80% or better satisfactory responses regarding campus safety and the working and teaching/learning environment. • All non-urgent repairs will be addressed within 60 days of notice.
	<p>2020-21</p> <ul style="list-style-type: none"> • On the annual California School Staff Survey, employees will indicate 80% or better satisfactory responses regarding campus safety and the working and teaching/learning environment. • All non-urgent repairs will be addressed within 60 days of notice.

	<p>2021-22</p> <ul style="list-style-type: none"> • On the annual California School Staff Survey, employees will indicate 80% or better satisfactory responses regarding campus safety and the working and teaching/learning environment. • All non-urgent repairs will be addressed within 60 days of notice.
	<p>2022-23</p> <ul style="list-style-type: none"> • On the annual California School Staff Survey, employees will indicate 80% or better satisfactory responses regarding campus safety and the working and teaching/learning environment. • All non-urgent repairs will be addressed within 60 days of notice.
	<p>2023-24</p> <ul style="list-style-type: none"> • On the annual California School Staff Survey, employees will indicate 80% or better satisfactory responses regarding campus safety and the working and teaching/learning environment. • All non-urgent repairs will be addressed within 60 days of notice.
METHODS OF MEASUREMENT	California School Staff Survey, California Healthy Kids Survey, weekly cleanliness spot checks and monitoring by custodial staff; site inspection documents and daily cleaning logs.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
Implementation of state-adopted standards, including how EL learners will be enabled to gain academic content knowledge and English language proficiency	
SUB-PRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School will provide a rigorous and relevant educational program aligned to the Common Core State Standards, 2012 English Language Development Standards, and the Next Generation Science Standards to all learners, including English language learners and learners with disabilities.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Facilitators will participate in annual and ongoing professional development to support effective instruction and delivery of standards-aligned content, including training in Project Based Learning (through The Buck Institute) and Project GLAD. • The School Director will conduct regular classroom walkthroughs and formal observations to check for fidelity of implementation and provide Facilitators with constructive feedback.
MEASURABLE OUTCOME	<p>2019-20</p> <p>The school's annual budget will allocate sufficient funds to ensure:</p> <ul style="list-style-type: none"> • Purchase of materials such that 100% of learners will have access to materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional instructional materials as outlined in this charter petition. • 100% Facilitators and instructional staff participation in both off- and on-site professional development in the above-cited standards.
	<p>2020-21</p> <p>The school's annual budget will allocate sufficient funds to ensure:</p> <ul style="list-style-type: none"> • Purchase of materials such that 100% of learners will have access to materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional instructional materials as outlined in this charter petition. • 100% Facilitators and instructional staff participation in both off- and on-site professional development in the above-cited standards.
	<p>2021-22</p> <p>The school's annual budget will allocate sufficient funds to ensure:</p> <ul style="list-style-type: none"> • Purchase of materials such that 100% of learners will have access to materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional instructional materials as outlined in this charter petition. • 100% Facilitators and instructional staff participation in both off- and on-site professional development in the above-cited standards.

	<p>2022-23</p> <p>The school's annual budget will allocate sufficient funds to ensure:</p> <ul style="list-style-type: none"> • Purchase of materials such that 100% of learners will have access to materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional instructional materials as outlined in this charter petition. • 100% Facilitators and instructional staff participation in both off- and on-site professional development in the above-cited standards.
	<p>2023-24</p> <p>The school's annual budget will allocate sufficient funds to ensure:</p> <ul style="list-style-type: none"> • Purchase of materials such that 100% of learners will have access to materials aligned to CCSS, Next Generation Science Standards, ELD standards, and additional instructional materials as outlined in this charter petition. • 100% Facilitators and instructional staff participation in both off- and on-site professional development in the above-cited standards.
METHODS OF MEASUREMENT	<p>Annual inventory of textbooks and instructional materials will provide evidence of 100% learner access to materials. Annual instructional calendar, professional development calendar, agenda, and sign in sheets will serve as evidence of participation by Facilitators in professional development activities.</p>

SUB-PRIORITY B – EL LEARNERS & ACADEMIC CONTENT KNOWLEDGE

GOAL TO ACHIEVE SUB-PRIORITY	All English Learner learners will gain academic content knowledge through the implementation of state-adopted academic content and performance standards.
ACTIONS TO ACHIEVE GOAL	<p>To support English Learner achievement, Acumen Academy Charter School will:</p> <ol style="list-style-type: none"> Engage consultants to provide Facilitators with initial and on-site follow-up training in Project GLAD (Guided Language Acquisition Design). Provide opportunity for Facilitators and administrators to attend an annual GLAD conference. Provide Facilitators with professional development in English Language Development (ELD) standards and strategies, including SDAIE. Design a master schedule that supports both designated and integrated ELD programs.
MEASURABLE OUTCOME	<p>2019-20</p> <ul style="list-style-type: none"> At least 70% of learners will meet publisher-developed benchmarks for all subjects. At least 70% of learners will grow at least 15 scale score points annually on the SBAC in English Language Arts/Literacy and Mathematics.
	<p>2020-21</p> <ul style="list-style-type: none"> At least 70% of learners will meet publisher-developed benchmarks for all subjects. At least 70% of learners will grow at least 15 scale score points annually on the SBAC in English Language Arts/Literacy and Mathematics.
	<p>2021-22</p> <ul style="list-style-type: none"> At least 70% of learners will meet publisher-developed benchmarks for all subjects. At least 70% of learners will grow at least 15 scale score points annually on the SBAC in English Language Arts/Literacy and Mathematics.
	<p>2022-23</p> <ul style="list-style-type: none"> At least 70% of learners will meet publisher-developed benchmarks for all subjects. At least 70% of learners will grow at least 15 scale score points annually on the SBAC in English Language Arts/Literacy and Mathematics.

	<p>2023-24</p> <ul style="list-style-type: none"> • At least 70% of learners will meet publisher-developed benchmarks for all subjects. • At least 70% of learners will grow at least 15 scale score points annually on the SBAC in English Language Arts/Literacy and Mathematics.
METHODS OF MEASUREMENT	Professional development calendar, agenda, and sign in sheets; annual school budget; formative and summative assessments, CELDT/ELPAC, SBAC; master schedule

STATE PRIORITY #3— PARENTAL INVOLVEMENT	
Parental involvement, including parent participation and efforts to seek parent input for decision-making	
SUB-PRIORITY A – PARENT INVOLVEMENT	
GOAL TO ACHIEVE SUB-PRIORITY	Provide regular communication to parents and families and create a variety of opportunities for parent/family engagement and feedback.
ACTIONS TO ACHIEVE GOAL	<p>Facilitators, staff, and administrators will:</p> <ul style="list-style-type: none"> a. Directly engage with parents and families during annual and recurring school events, including New Learner Orientation, Back to School Night, and trimester Learner-Led Conferences. b. Facilitate the creation of and actively participate in the School Site Council as member representatives. c. Ensure school website is updated with current information, including school calendar, staff biographies, and governance documents e.g. Board of Directors agenda and minutes, School Site Council agenda and minutes. d. Communicate with parents/families through automated phone system (e.g. Blackboard), text messaging, online system and flyers. e. As needed, provide language translation for written materials and interpretation during meetings e.g. Board of Directors, ELAC, parent meetings, learner conferences. f. Administer online and paper parent/family satisfaction surveys. g. Inform parents of volunteer opportunities (e.g. chaperoning field trips, assisting Facilitators, distributing recruitment flyers, event planning and set up).
MEASURABLE OUTCOME	<p>2019-20</p> <ul style="list-style-type: none"> a. 75% attendance rate for School Site Council members (both parents and Facilitators). b. 75% or better response rate on annual parent/family surveys. c. 75% or better parent attendance rate at Learner-Led Conferences.
	<p>2020-21</p> <ul style="list-style-type: none"> a. 75% attendance rate for School Site Council members (both parents and Facilitators). b. 75% or better response rate on annual parent/family surveys. c. 75% or better parent attendance rate at Learner-Led Conferences.
	<p>2021-22</p> <ul style="list-style-type: none"> a. 75% attendance rate for School Site Council members (both parents and Facilitators). b. 75% or better response rate on annual parent/family surveys. c. 75% or better parent attendance rate at Learner-Led Conferences.

	<p>2022-23</p> <ul style="list-style-type: none"> a. 75% attendance rate for School Site Council members (both parents and Facilitators). b. 75% or better response rate on annual parent/family surveys. c. 75% or better parent attendance rate at Learner-Led Conferences.
	<p>2023-24</p> <ul style="list-style-type: none"> a. 75% attendance rate for School Site Council members (both parents and Facilitators). b. 75% or better response rate on annual parent/family surveys. c. 75% or better parent attendance rate at Learner-Led Conferences.
METHODS OF MEASUREMENT	California School Parent Survey; internally-developed surveys; volunteer logs; School Site Council meeting agenda and minutes
SUB-PRIORITY B – PARENT INPUT	
GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School will provide opportunities for and encourage parent/guardian involvement from all parents and families.
ACTIONS TO ACHIEVE GOAL	Elect parents as members of the Acumen Academy Board of Directors; establish the School Site Council; establish an English Learner Advisory Committee (ELAC) per learner demographics; ensure parent input in annual development of the Local Control Accountability Plan (LCAP).
MEASURABLE OUTCOME	<p>2019-20</p> <p>School Site Council, Board of Directors, and ELAC will hold monthly meetings during the school year (August – June).</p>
	<p>2020-21</p> <p>School Site Council, Board of Directors, and ELAC will hold monthly meetings during the school year (August – June).</p>
	<p>2021-22</p> <p>School Site Council, Board of Directors, and ELAC will hold monthly meetings during the school year (August – June).</p>
	<p>2022-23</p> <p>School Site Council, Board of Directors, and ELAC will hold monthly meetings during the school year (August – June).</p>
	<p>2023-24</p> <p>School Site Council, Board of Directors, and ELAC will hold monthly meetings during the school year (August – June).</p>

METHODS OF MEASUREMENT	Member roster, meeting agenda, and minutes for (1) School Site Council, (2) Board of Directors, (3) ELAC.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
Pupil achievement, as measured by all of the following, as applicable: (A) Statewide assessments; (B) The Academic Performance Index (API); (C) Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT/ELPAC); (D) EL reclassification rate.	
SUB-PRIORITY A – STATEWIDE ASSESSMENTS: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School learners, including all significant learner subgroups, will score at an equal or higher rate of “standard met” on the CAASPP than their peers at resident schools.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director and the School Director will ensure:</p> <ul style="list-style-type: none"> a. Facilitators provide effective instruction aligned to CCSS and 2012 ELD standards b. Facilitators and instructional staff participate in professional development c. Sufficient funds are allocated in the budget to support the purchase of an ELD curriculum, and CCSS-aligned curricula, including but not limited to instructional technology. d. Facilitators and or instructional aides provide 8-week cycles of What I Need (W.I.N) intervention support to learners who are not meeting standards. e. Utilize an online grading and reporting system which facilitates lesson planning aligned with the CCSS and NGSS, and warehouses standardized assessment results (e.g. CELDT, SBAC) f. Administer SBAC interim assessments
MEASURABLE OUTCOMES	<p>2019-20</p> <ul style="list-style-type: none"> a. Scores on the CAASPP will 15 or more scale score points annually for all learners and by 20 or more scale score points annually or higher for identified subgroups. b. At least 50% of English Language Learners will demonstrate one performance level growth annually in at least one scale toward English proficiency as measured by the CELDT/ELPAC or then-current state-level English language development assessment.

	<p>2020-21</p> <ul style="list-style-type: none"> a. Scores on the CAASPP will 15 or more scale score points annually for all learners and by 20 or more scale score points annually or higher for identified subgroups. b. At least 50% of English Language Learners will demonstrate one performance level growth annually in at least one scale toward English proficiency as measured by the CELDT/ELPAC or then-current state-level English language development assessment.
	<p>2021-22</p> <ul style="list-style-type: none"> a. Scores on the CAASPP will 15 or more scale score points annually for all learners and by 20 or more scale score points annually or higher for identified subgroups. b. At least 50% of English Language Learners will demonstrate one performance level growth annually in at least one scale toward English proficiency as measured by the CELDT/ELPAC or then-current state-level English language development assessment.
	<p>2022-23</p> <ul style="list-style-type: none"> a. Scores on the CAASPP will 15 or more scale score points annually for all learners and by 20 or more scale score points annually or higher for identified subgroups. b. At least 50% of English Language Learners will demonstrate one performance level growth annually in at least one scale toward English proficiency as measured by the CELDT/ELPAC or then-current state-level English language development assessment.
	<p>2023-24</p> <ul style="list-style-type: none"> a. Scores on the CAASPP will 15 or more scale score points annually for all learners and by 20 or more scale score points annually or higher for identified subgroups. b. At least 50% of English Language Learners will demonstrate one performance level growth annually in at least one scale toward English proficiency as measured by the CELDT/ELPAC or then-current state-level English language development assessment.
METHODS OF MEASUREMENT	Publisher-developed assessments; CAASP results, CELDT/ELPAC

SUB-PRIORITY B – API	
GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School will meet or exceed the annual API Growth Target, or equivalent, schoolwide and for applicable subgroups as mandated by the California State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CAASPP
	2019-20

MEASURABLE OUTCOME	The School's API score, or equivalent, will meet the state growth target for all numerically significant subgroups.
	2020-21 The School's API score, or equivalent, will meet the state growth target for all numerically significant subgroups.
	2021-22 The School's API score, or equivalent, will meet the state growth target for all numerically significant subgroups.
	2022-23 The School's API score, or equivalent, will meet the state growth target for all numerically significant subgroups.
	2023-24 The School's API score, or equivalent, will meet the state growth target for all numerically significant subgroups.
METHODS OF MEASUREMENT	California Department of Education (CDE) DataQuest summary and API Reports or equivalent as determined by CDE.

SUB-PRIORITY D – EL PROGRESS	
GOAL TO ACHIEVE SUB-PRIORITY	English learners will demonstrate annual growth at least one year of progress toward English proficiency as measured by CELDT/ELPAC.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> a. Adopt an English Language Development curriculum b. Provide professional development and implement Project GLAD strategies
MEASURABLE OUTCOME	<p>2019-20</p> <ul style="list-style-type: none"> • 50% EL learners demonstrate growth towards advancing each academic year at least one performance level on the CELDT/ELPAC or then-current state-level English language development assessment, or other available external assessments.

	<p>2020-21</p> <ul style="list-style-type: none"> 52.5% EL learners demonstrate growth towards advancing each academic year at least one performance level on the CELDT/ELPAC or then-current state-level English language development assessment, or other available external assessments.
	<p>2021-22</p> <ul style="list-style-type: none"> 55% EL learners demonstrate growth towards advancing each academic year at least one performance level on the CELDT/ELPAC or then-current state-level English language development assessment, or other available external assessments.
	<p>2022-23</p> <ul style="list-style-type: none"> 57.5% EL learners demonstrate growth towards advancing each academic year at least one performance level on the CELDT/ELPAC or then-current state-level English language development assessment, or other available external assessments.
	<p>2023-24</p> <ul style="list-style-type: none"> 60% EL learners demonstrate growth towards advancing each academic year at least one performance level on the CELDT/ELPAC or then-current state-level English language development assessment, or other available external assessments.
METHODS OF MEASUREMENT	Classroom observations to monitor implementation of Project GLAD strategies CELDT/ELPAC results.

SUB-PRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	An increasing percentage of English learner learners will be reclassified as Fluent English Proficient (RFEP) annually.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> a. Adopt an English Language Development curriculum b. Provide professional development and implement Project GLAD strategies. c. Reclassify learners according to the School’s reclassification criteria.

MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> The percentage of EL learners reclassified annually will meet or exceed that of the District.
	2020-21 <ul style="list-style-type: none"> The percentage of EL learners reclassified annually will meet or exceed that of the District.
	2021-22 <ul style="list-style-type: none"> The percentage of EL learners reclassified annually will meet or exceed that of the District.
	2022-23 <ul style="list-style-type: none"> The percentage of EL learners reclassified annually will meet or exceed that of the District.
	2023-24 <ul style="list-style-type: none"> The percentage of EL learners reclassified annually will meet or exceed that of the District.
METHODS OF MEASUREMENT	CELDT/ELPAC results, internal reclassification documents; CALPADS submissions.

STATE PRIORITY #5— STUDENT ENGAGEMENT	
Pupil engagement, as measured by all of the following, as applicable:	
(A) School attendance rates; (B) Chronic absenteeism rates; (C) Middle school dropout rates; (D) High school dropout rates; (E) High school graduation rates	
SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUB- PRIORITY	Acumen Academy Charter School will achieve and maintain high learner attendance rates.

ACTIONS TO ACHIEVE GOAL	<p>a. Parents and learners will be informed of the School's attendance policies specified in the Learner & Family Handbook, which will be distributed at the beginning of every year and to transfer learners upon enrollment; learners not meeting attendance standard will be counseled per attendance policy. The Office Manager will send notices, contact families and follow up on the learners who are habitually and chronically absent or late to school.</p> <p>b. Provide parents with research-based information regarding the importance of regular, punctual attendance.</p>
MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> Acumen Academy Charter School will attain a school-wide rate of 95% or better average daily attendance (ADA).
	2020-21 <ul style="list-style-type: none"> Acumen Academy Charter School will attain a school-wide rate of 95% or better average daily attendance (ADA).
	2021-22 <ul style="list-style-type: none"> Acumen Academy Charter School will attain a school-wide rate of 95% or better average daily attendance (ADA).
	2022-23 <ul style="list-style-type: none"> Acumen Academy Charter School will attain a school-wide rate of 95% or better average daily attendance (ADA).
	2023-24 <ul style="list-style-type: none"> Acumen Academy Charter School will attain a school-wide rate of 95% or better average daily attendance (ADA).
METHODS OF MEASUREMENT	P1, P2, P3 and P-annual attendance reports

SUB-PRIORITY B – STUDENT ABSENTEEISM RATES

GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School will maintain low learner absenteeism rates.
ACTIONS TO ACHIEVE GOAL	Same as previous for Learner Attendance Rates. Additionally, the School will engage in specific outreach to parents of learners who are chronically absent or arrive tardy. The School's outreach efforts, led by the School Director, will consist of problem solving with parents to identify solutions to transportation or logistical challenges to regular, punctual learner attendance.

MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> Chronic Absenteeism will be reduced by 2% of the total number of chronically absent learners annually. The number of chronic tardies will be reduced by 2% annually.
	2020-21 <ul style="list-style-type: none"> Chronic Absenteeism will be reduced by 2% of the total number of chronically absent learners annually. The number of chronic tardies will be reduced by 2% annually.
	2021-22 <ul style="list-style-type: none"> Chronic Absenteeism will be reduced by 2% of the total number of chronically absent learners annually. The number of chronic tardies will be reduced by 2% annually.
	2022-23 <ul style="list-style-type: none"> Chronic Absenteeism will be reduced by 2% of the total number of chronically absent learners annually. The number of chronic tardies will be reduced by 2% annually.
	2023-24 <ul style="list-style-type: none"> Chronic Absenteeism will be reduced by 2% of the total number of chronically absent learners annually. The number of chronic tardies will be reduced by 2% annually.
METHODS OF MEASUREMENT	Daily attendance report; late arrival sign-ins; P1, P2, P3 and P-annual attendance reports

STATE PRIORITY #6— SCHOOL CLIMATE	
School climate, as measured by all of the following, as applicable: Pupil suspension rates; (b) Pupil expulsion rates; (c) Other local measures, including surveys of pupils, parents, and Facilitators on the sense of safety and school connectedness	
SUB-PRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School will maintain a low suspension rate.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> a. The Executive Director and School Director will review each trimester the School’s suspension data and policies annually to assess effectiveness. b. Facilitators will participate in professional development in Love and Logic c. Facilitators will foster strong interpersonal skills among learners through a character education program such as <i>Character Counts</i>.
MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> • Annually, less than 1% of all learners will be suspended.
	2020-21 <ul style="list-style-type: none"> • Annually, less than 1% of all learners will be suspended.
	2021-22 <ul style="list-style-type: none"> • Annually, less than 1% of enrolled learners will be suspended.
	2022-23 <ul style="list-style-type: none"> • Annually, less than 1% of enrolled learners will be suspended.
	2023-24 <ul style="list-style-type: none"> • Annually, less than 1% of enrolled learners will be suspended.
METHODS OF MEASUREMENT	School Accountability Report Card (SARC), CALPADS reports; internal reports; professional development agenda and sign-in sheets.
SUB-PRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	Acumen Academy Charter School will maintain negligible expulsion rate.
ACTIONS TO ACHIEVE GOAL	Same as for Pupil Suspension Rates.

MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> Annually, less than one percent (1%) of all learners will be expelled.
	2020-21 <ul style="list-style-type: none"> Annually, less than one percent (1%) of enrolled learners will be expelled.
	2021-22 <ul style="list-style-type: none"> Annually, less than one percent (1%) of enrolled learners will be expelled.
	2022-23 <ul style="list-style-type: none"> Annually, less than one percent (1%) of enrolled learners will be expelled.
	2023-24 <ul style="list-style-type: none"> Annually, less than one percent (1%) of enrolled learners will be expelled.
METHODS OF MEASUREMENT	Same as for Pupil Suspension Rates.
SUB-PRIORITY C – SOCIAL-EMOTIONAL SKILLS AND MENTAL HEALTH	
GOAL TO ACHIEVE SUB-PRIORITY	Learners will receive social-emotional support and receive positive behavioral intervention and mental health services to enhance their ability to learn.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director will ensure that the School budget allocates sufficient funding to support:</p> <ol style="list-style-type: none"> External counseling services for all learners in need of socio-emotional support. Facilitator professional development in <i>Love and Logic</i> strategies. Weekly instruction and support for all learners that will include curriculum for social and emotional life skills, such as self-regulation, decision making, problem solving, relationship and leadership building skills. Regular parent education workshops. Establishment of a Focus Room to enable learners to reflect, set goals, and prepare to re-engage in classroom/group activities. Formal partnership with external counseling agency. Two or more parent education workshops per year with 40% parent attendance.
	2019-20

MEASURABLE OUTCOME	<ul style="list-style-type: none"> a. 100% of Facilitators will participate in Love and Logic professional development. b. 80% or more learners will report positive indicators for youth empathy, self-efficacy, self-awareness, persistence, emotional self-regulation, behavioral self-control on the California Healthy Kids Survey.
	2020-21 <ul style="list-style-type: none"> a. 100% of Facilitators will participate in Love and Logic professional development. b. 85% or more learners will report positive indicators for youth empathy, self-efficacy, self-awareness, persistence, emotional self-regulation, behavioral self-control on the California Healthy Kids Survey.
	2021-22 <ul style="list-style-type: none"> a. 100% of Facilitators will participate in Love and Logic professional development. b. 90% or more learners will report positive indicators for youth empathy, self-efficacy, self-awareness, persistence, emotional self-regulation, behavioral self-control on the California Healthy Kids Survey.
	2022-23 <ul style="list-style-type: none"> a. 100% of Facilitators will participate in Love and Logic professional development. b. 92.5% or more learners will report positive indicators for youth empathy, self-efficacy, self-awareness, persistence, emotional self-regulation, behavioral self-control on the California Healthy Kids Survey.
	2023-24 <ul style="list-style-type: none"> a. 100% of Facilitators will participate in Love and Logic professional development. b. 95% or more learners will report positive indicators for youth empathy, self-efficacy, self-awareness, persistence, emotional self-regulation, behavioral self-control on the California Healthy Kids Survey.
METHODS OF MEASUREMENT	Executed contract with counseling agency; professional development agenda and sign-in sheets; School Director's review of lesson/unit plans; parent workshop sign-in sheets; California Healthy Kids Survey (CHKS); Focus Room logs.

STATE PRIORITY #7— COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated learners (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and learners with exceptional needs.	
GOAL TO ACHIEVE SUB-PRIORITY	Learners, including all learner subgroups, will have access to the academic and educational program as outlined in the school’s charter.
ACTIONS TO ACHIEVE GOAL	Acumen Academy Charter School will design its master schedule to meet the needs of its learners using prior learner academic performance.
MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> Annually, 100% of learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, will have access to and will be able to enroll in all courses.
	2020-21 <ul style="list-style-type: none"> Annually, 100% of learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, will have access to and will be able to enroll in all courses.
	2021-22 <ul style="list-style-type: none"> Annually, 100% of learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, will have access to and will be able to enroll in all courses.
	2022-23 <ul style="list-style-type: none"> Annually, 100% of learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, will have access to and will be able to enroll in all courses.
	2023-24 <ul style="list-style-type: none"> Annually, 100% of learners, including all learner subgroups, unduplicated learners, and learners with exceptional needs, will have access to and will be able to enroll in all courses.
METHODS OF MEASUREMENT	Master schedule; learner schedules.

STATE PRIORITY #8— PUPIL OUTCOMES	
Pupil outcomes, if available, in the subject areas described in E.C. §51210(a)-(i), inclusive, of §51220, as applicable	
SUB-PRIORITY A – PROFICIENCY IN CORE SUBJECTS	
GOAL TO ACHIEVE SUB-PRIORITY	Proficiency rates will meet or exceed District rates on for the same grade levels (3-5) on comparable assessments, as appropriate.
ACTIONS TO ACHIEVE GOAL	<p>The Executive Director and School Director will ensure facilitator implementation of the following multiple measures of formative assessment, to measure student progress in English Language Arts/Literacy and Mathematics, and other core subjects.</p> <ul style="list-style-type: none"> • SBAC Interim Assessments • NWEA Measures of Academic Performance (MAP) • DIBLELS and DIBELS Math • Publisher assessments • Portfolios
MEASURABLE OUTCOME	2019-20 <ul style="list-style-type: none"> • Acumen Academy Charter School learners will meet State growth targets.
	2020-21 <ul style="list-style-type: none"> • Acumen Academy Charter School learners will meet State growth targets.
	2021-22 <ul style="list-style-type: none"> • Acumen Academy Charter School learners will meet State growth targets.
	2022-23 <ul style="list-style-type: none"> • Acumen Academy Charter School learners will meet State growth targets.
	2023-24 <ul style="list-style-type: none"> • Acumen Academy Charter School learners will meet State growth targets.

METHODS OF MEASUREMENT	Annual calendar of assessments; professional development agenda and sign in sheets will confirm time dedicated for facilitators and administrators to analyze assessment data; SBAC results
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In addition to the measurable pupil outcomes in the areas of state assessments, core subject proficiency, English language learner reclassification, and learner engagement described previously in this section, Acumen Academy Charter School has identified a set of goals to foster learner autonomy, lifelong learning, and interpersonal skills.

Life-long Learning and Interpersonal Skills

Life Skills	Learners will:
Collaboration and Cooperation	Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level
Self-assessment	Assess themselves, be aware of their status, and accordingly change their own behavior and attitudes
Goal Setting	Learn to set their own short-term and long-term goals in keeping with their own goals and abilities
Critical Thinking and Problem Solving	Learn to be effective problem solvers and develop advanced critical-thinking skills
Self-discipline	Learn to control their behavior at all times while respecting and upholding the values of the community
Technology	Be familiar with current technology and use technological tools appropriately in their school work and community service.

Element C/3: Methods to Measure Pupil Progress

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

STANDARDIZED TESTING

Acumen Academy agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments.

Acumen Academy shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Acumen Academy hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Acumen Academy. Upon request, Acumen Academy shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Acumen Academy Charter School will use a variety of methods to assess learners’ progress toward meeting our school-wide outcomes. The following table summarizes these multiple measures and additional detail is provided subsequently in this section.

The following table illustrates the summary of assessments:

Assessment Name	[Type] and Purpose	Periodicity
Smarter Balanced Summative Assessment (Grade 3-5)	[Standardized; summative] To assess learner mastery of Common Core standards in English Language Arts/Literacy and Mathematics; performance tasks “measure a learner’s ability to integrate knowledge and skills across multiple standards” ²²	Annually
California Science Test- CAST (Grade 5)	To assess learner’s mastery of the Next Generation Science Standards.	Annually

²² <http://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp>

<p>SBAC Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) (Grade 3-5)</p> <p>Physical Fitness Test PFT (Grade 5)</p>	<p>[Standardized; formative]</p> <ul style="list-style-type: none"> ICAs assess learner mastery of ELA and Mathematics content. Will enable facilitators to approximate learners' performance on the SBA as the ICAs that test the same content and report scores on the same scale as the summative assessments. IABs assess learner mastery of smaller sets of related concepts and provide facilitators with more detailed information to adjust instruction. <p>FITNESSGRAM is used to assess learners in six fitness areas: Aerobic Capability, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Body Composition, Trunk Extensor Strength and Flexibility, and Flexibility.</p>	<p>Ongoing and aligned to unit plans as applicable.</p> <p>Annually</p>
ELPAC (English Learners)	<p>[Standardized; initial and summative]</p> <p>To assess English language proficiency in reading, writing, listening, and speaking.</p>	Annual (fall initial and spring summative)
Measures of Academic Progress (NWEA's MAP) (Grade K-5)	<p>[Norm-referenced; formative]</p> <p>To assess learner's growth over time.</p>	Trimester
DIBELS and DIBELS Math	<p>[Local; formative] To quickly assess learner fluency, and identify learners for intervention in English Language Arts and Mathematics</p>	Ongoing
Publisher Assessments	<p>[Local; formative]</p> <p>To assess learner mastery of lessons, chapters, units in English Language Arts, Mathematics, Science, and Social Studies.</p>	Ongoing
Classroom based/facilitator-developed assessments	<p>[Local; formative] To provide facilitators with real-time data regarding learners' content mastery of core subjects.</p>	Ongoing

Portfolios	[Local; formative] To provide evidence of learner progress toward or achievement of learning goals	Ongoing, with formal review at each trimester
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Standardized Testing

Acumen Academy Charter School Charter Public School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests.

Acumen Academy Charter School will pursue the following school wide and subgroup outcome goals as described in Element B of this petition, and as measured by multiple and varied benchmark assessments that are aligned to the Common Core State Standards (CCSS) and applicable federal standards, and reflect proficiency measures required by the California Measurement of Academic Performance and Progress (CalMAPP)/Smarter Balanced Assessment Consortium (SBAC) assessment system, as well as state priorities detailed in California Education Code §52060(d).⁵⁴

For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.²³

Acumen Academy Charter School affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in the School's LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Smarter Balanced Assessment (SBAC)

Acumen Academy Charter School facilitators will provide learners with an engaging course of study aligned to the Common Core State Standards. A primary measure of learner content mastery of English Language Arts/Literacy, Mathematics content, concepts, and skills and the NGSS will be the results of the annual Smarter Balanced Assessment. Acumen believes that its Project Based curriculum, and corresponding interdisciplinary approach, will especially prepare

²³ Cal. Education Code § 47607(a)(3)(B)

learners to be successful on the SBA performance tasks, where they will be required to draw on knowledge and skills from multiple standards.

Smarter Balanced Interim Assessments

In preparation for the spring assessment of the SBA, Acumen facilitators will administer the SBAC Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs). Throughout the year, the School will focus more on the use of the IABs to more quickly identify what concepts and skills learners have mastered or need additional instruction in English Language Arts and Mathematics. The Blocks “focus on smaller sets of related concepts and provide more detailed information for instructional purposes.”²⁴

SBAC Interim Assessment Blocks—English Language Arts, Grade 3-5

Block	Block Name
1	Read Literary Texts
2	Read Informational Texts
3	Edit/Revise
4	Brief Writes
5	Listen/Interpret
6	Research
7	Informational Performance Task
8	Opinion Performance Task
9	Narrative Performance Task

SBAC Interim Assessment Blocks—Mathematics

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Numbers and Operations in Base 10
Fractions	Numbers and Operations in Base 10	Fractions
Measurement and Data	Fractions	Measurement and Data
Mathematics Performance Task	Mathematics Performance Task	Mathematics Performance Task

²⁴ <http://www.smarterbalanced.org/interim-assessments/>

ELPAC

Acumen Academy Charter School will administer the ELPAC to identified English learner learners initially for TK/kindergarten learners, and annually for continuing learners in grades 1 through 5. ELPAC results will serve as one measure of English language proficiency and provide facilitators with standardized information regarding learners' proficiency in speaking, listening, reading, and writing in English.

ELPAC results will be reviewed by the School Director as part of the Acumen Academy's annual English learner reclassification, generally conducted in the spring of each year.

NWEA Measures of Academic Progress (MAP)

The Northwest Evaluation Association Measures of Academic Progress (MAP) is a method Acumen Academy Charter School will use to measure learners' growth over time. NWEA MAP is a standards-based adaptive measurement that utilizes a computer-adaptive, web-based model, to target each learner's instructional level by altering question difficulty based on previous answers. Once the assessment has been completed, the results are immediately available, providing an accurate evaluation of each learner's abilities. This norm-referenced assessment program is a reliable diagnostic that predicts performance on standardized tests.

Physical Fitness Test

The State Board of Education has designated FITNESSGRAM as the tool used to assess learners. FITNESSGRAM is used to evaluate learners in six fitness areas: Aerobic Capability, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Body Composition, Trunk Extensor Strength and Flexibility, and Flexibility. The results are provided to learners, parents and the facilitators who uses the data to inform their instruction.

DIBELS and DIBELS Math

Acumen Academy Charter School will use the research-based Dynamic Indicators of Basic Early Literacy Skills (DIBELS)²⁵ and the recently released DIBELS Math²⁶ to assess learner acquisition

²⁵ <https://dibels.org/dibels.html>

²⁶ <https://dibels.org/dibelsmath.html>

of critical skills and development of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, vocabulary, and numeracy, computation, and problem solving. Acumen will use DIBELS and DIBELS Math to help identify learners for intervention in literacy and math, and to assist Facilitators in targeting re-teaching or other instructional support.

Publisher-Developed Assessments

At the end of each unit, and at the trimester as applicable, Acumen Academy Charter School Facilitators will administer publisher-developed assessments in core content areas:

- ✓ English Language Arts/Development: Reach for Reading (National Geographic)
- ✓ Mathematics: Eureka Math (Great Minds)
- ✓ Science: FOSS (Delta Education); Concepts and Challenges- Life Science (Pearson)
- ✓ Social Studies: History Alive! and Social Studies Alive! (Facilitators Curriculum Institute)

Formative Classroom-Based Assessments

Acumen Academy Charter School Facilitators will use formative developmental, classroom-based assessments such as classroom-based tests, quizzes and classwork assignments, staff-created checklists, continuum and rubrics to capture *real-time* data regarding learners' mastery of standards and skills. These assessments will be standards-based, authentic, and administered in concert with standardized and summative assessments will comprise a comprehensive system to monitor learner achievement.

Writing Rubrics

An important component of classroom-based assessments will be writing rubrics, which facilitators will use to support the development of strong learner writing skills and content literacy.

- Kindergarten learner writing skills will be assessed on a five-point scale for Sound-Letter Correspondence, Spacing, Handwriting, Content and Fluency, Sentence Structure, and Periods as End Marks.
- Grades 1 – 2 learner writing in four text types—Informative, Explanatory, Opinion, and Narrative—will be assessed three times a year using a five-point rubric for each of the following components: Ideas and Content; Organization; Word Choice; Sentence Fluency; Conventions; Spelling; and Presentation.
- Grades 3 – 5 learner writing will be assessed using the Smarter Balanced Assessment Consortium (SBAC) rubrics for Informational, Narrative, and Opinion performance

writing tasks. The five-point rubric provides a platform to rate learner ability to write with Organization and Purpose, Evidence/Elaboration, and Conventions.

Portfolios

“Portfolio assessment offers the opportunity to observe learners in a broader context: taking risks, developing creative solutions, and learning to make judgements about their own performance.”²⁷

In addition to standardized and local, benchmark assessments, Acumen Academy Charter School Facilitators will use portfolios as an assessment method to document individual learner growth over time. Assessment portfolios will provide evidence of learner progress toward or achievement of learning goals.²⁸ Facilitators will establish assessment portfolios for each learner in the core subject areas—English language arts/literacy, mathematics, social studies, and science. Contrary to conventional wisdom, portfolios are not simply a collection of learner work, but rather are a representation of both the process and the product.²⁹

How Portfolios Will Be Developed—The Process

The assessment portfolio system will be designed by Acumen Academy Facilitators using the following **process**:

1. Identify the learning goal(s)
2. Determine how the assessment results will be used
3. Select the standards and skills to be taught
4. Determine how learners will demonstrate mastery (e.g. What are the performance tasks?)
5. Develop criteria for mastery
6. Ensure criteria are standardized among grade-level Facilitators
7. Provide effective instruction; administer assessments and provide learners with mechanisms to demonstrate mastery.
8. Analyze learner performance and determine how to support learners at all levels of progress.

²⁷ Paulson, F. R., Paulson, P. R. & Meyer, C.A. (1991) What Makes a Portfolio a Portfolio? *Educational Leadership*, February, 61-62.

²⁸ Danielson, C. & Abrutyn, L. (1997) *An Introduction to Using Portfolios in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

²⁹ Burke, K.R., Fogarty, R. & Belgrad, S. (1994). *The mindful school: The portfolio connection*. Arlington Heights, Illinois: Skylight Training and Publishing

Facilitators will participate in professional development to develop content area rubrics and to establish inter-rater reliability. As described in Element A, Facilitators will participate in weekly 90-minute professional development meetings, with one meeting per month to focus on assessing learner work. Facilitators will guide learners in self-evaluation of their work; learner self-evaluation following the established rubrics will be a critical component of the assessment process.

What Portfolios Will Include—The Product

Assessment portfolios will be comprised of a variety learner work, including drafts and final products. Learners may also choose to include electronic audio, video, or photographic recording of their work and mastery of standards and skills.

Facilitators will gather and evaluate selected work samples in the core subjects. The portfolio pieces will also reflect learners' critical thinking skills, such as the ability to represent one's thinking in a variety of ways. Facilitators will support learners to "take ownership" of their portfolios—for both the multifaceted steps of the learning process and the documented evidence of progress and mastery vis a vis essays, reports, displays, and presentations.

Portfolios will be segmented into trimesters—Fall, Winter, Spring—and will be shared with parents and families during Portfolio Nights.

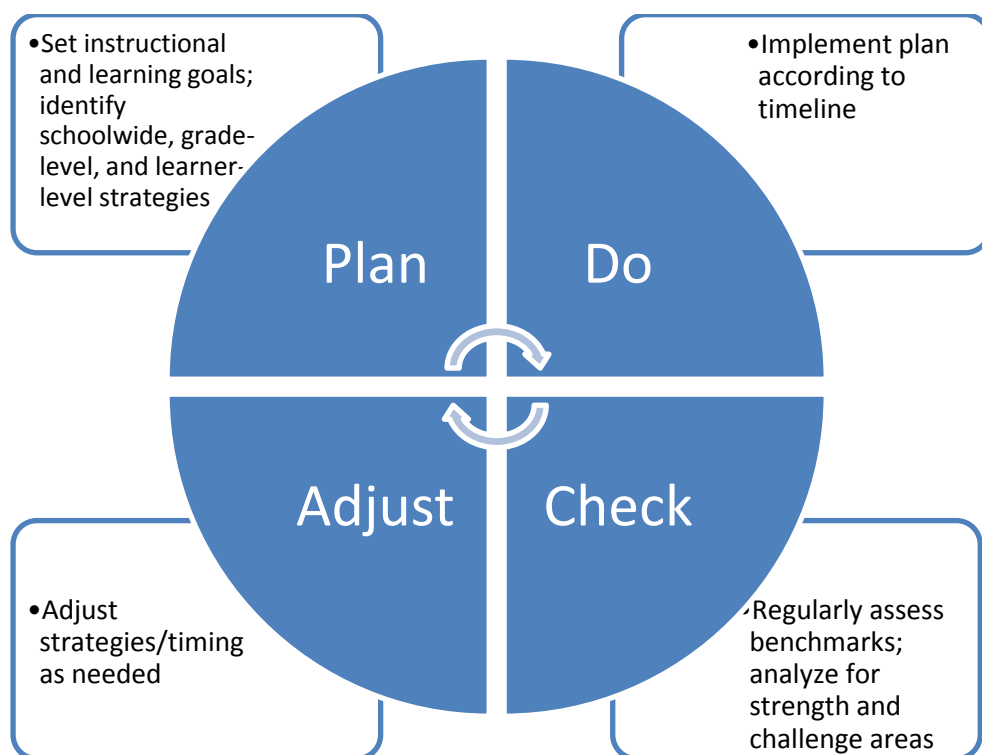
How Assessment Data Will Be Analyzed

Facilitators will meet during weekly professional development meetings. The proposed professional development calendar includes data analysis as the focus of Week XXX. Together, facilitators, the School Director, and the Executive Director will review data to identify trends, strengths (areas of mastery) and challenges (area of deficiency) and implement a four-week continuous improvement plan following a four-step cycle of **Plan, Do, Check, Adjust**.

Here, we provide an example of how facilitators and the administrative team will analyze learner assessment data:

1. Baseline assessments are administered within first three weeks of instruction.
2. Facilitators analyze learner data by class level.
3. Facilitators and the School Director meet during professional development to analyze grade level data and identify any schoolwide trends.
4. Facilitators and School Director collaborate to agree upon an instructional plan and goals for the next four-week period.
5. During the next three weeks, the Facilitators implement the plan. The School Director conducts walkthroughs of classrooms to observe the implementation of strategies, provide support and feedback, and conduct master lessons to support new facilitators as needed.
6. The next assessment is administered in week 8. The facilitators and School Director repeat the continuous improvement **Plan, Do, Check, Adjust cycle**.

The following figure illustrates the Continuous Improvement Cycle-



Grading Policy

The grading policy is based on demonstration of mastery of the CCSS, NGSS, History Social-Science Framework, and other applicable standards. Grading will include student performance on in-class work, homework, assessment, projects, participation, behavior and other components as applicable to each content area. Progress reporting will take place every trimester. Reporting for the first two trimesters will coincide with parent/teacher conferences so that parents are made aware of their child's progress in meeting state standards in all curricular areas. Information on student progress will be made available by the front office staff and facilitators upon request. All facilitators will follow a school-wide grading policy adopted by Board and developed with the input of stakeholders. The following is a brief description of the grading policy:

Academic Areas

Mark	Achievement	Description
4	Advanced	Exceeds the Standard- Learner displays strong content knowledge and deep levels of understanding. Learner effectively solve problems using higher order thinking and utilizes well-developed conventional and academic vocabulary to communicate.
3	Proficient	Meets the Standard- Learner regularly meets standards and demonstrates knowledge and understanding of content. Learner possesses problem-solving skills and can use content area vocabulary accurately.
2	Partial Proficient	Partially meets the standard- Learner is in the emerging stages and is building upon skills to create thorough and accurate work. Learner requires guidance from instructor often.
1	Not Proficient	Unable to meet the standard- Learner's work demonstrates that more time, practice, and effort is needed in order to master content standards. Learner is in the initial stages of academic vocabulary usage.

ELD		
Mark	Achievement	Description
4	Advanced Progress	Exceeds the standard for identified ELD Level
3	Average Progress	Meets the standard for identified ELD Level
2	Partial Progress	Demonstrates some progress towards mastery of the standards
1	Limited Progress	Demonstrates little or no progress towards mastery of the standards.

Student progress toward citizenship and developing a positive attitude will be assessed using the following scores:

Citizenship		
Mark	Achievement	Description
E	Excellent	Learner earns consistent praise/recognition for exemplary behavior.
S	Satisfactory	Learner conforms to school and class rules. Learner responds to occasional correction in a positive manner.

N	Needs Improvement	Learner requires consistent/repeated correction.
U	Unsatisfactory	Learner disrupts class frequently, displays a poor attitude, and lacks respect for classmates and/or authority.

Promotion and Retention Policy

Promotion and retention of learners is based on several assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures will include the learners' progress report and teacher recommendations. Due to the overwhelming research about the negative impact of retention, it is Acumen Academy's goal to promote all learners and use retention as a final resort. The following strategies will be utilized to support student progress and ensure grade-level promotion:

- Technology Integration
- Supplemental Text and Resources
- Tutoring
- Response to Intervention
- W.I.N
- Push-in/Pull-out instruction
- Differentiated Instruction
- Referrals for Special Education Services

Facilitators will be required to notify parents of learners who are at risk of not meeting grade level standards for promotion at each reporting period.

In accordance with California Education Code 48070.5, Acumen Academy Charter Schools promotion/retention policy will provide for the identification of pupils who should be retained and who are at risk of being retained in their current grade level on the basis of the pupil's grades and other indicators of academic achievement. The School Director with the support of the facilitator will prepare a written determination to specify the reasons for retention and provide to the parents during the second trimester report. The written determination will include recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination will be provided to and discussed with the learner and parents by a committee consisting of the School Director, facilitator, and appropriate specialist. Learners identified for retention will need to participate in all recommended interventions and show progress. The learners' academic performance will be reassessed no later than 60 days prior to the end of the school year and the decision to retain or promote the student will be reevaluated. A decision for retention must be unanimous

by the committee. The promotion and retention of special education learners is determined according to their Individualized Education Plan (IEP).

Element D/4: Governance

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

GENERAL PROVISIONS

As an independent Acumen Academy, Acumen Academy, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Acumen Academy.

Acumen Academy shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Acumen Academy amends the bylaws, Acumen Academy shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Acumen Academy shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Acumen Academy shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Acumen Academy’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Acumen Academy governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Acumen Academy shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to Acumen Academy adopted through Board action.³⁰

Acumen Academy shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Acumen Academy shall comply with the Brown Act and the Public Records Act.

Acumen Academy and all employees and representatives of Acumen Academy, including members of Acumen Academy's governing board, members of Acumen Academy or governing board committees and councils, Acumen Academy administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD Acumen Academy policy, regarding ethics and conflicts of interest. Acumen Academy shall enter into all transparent committeetions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transparent committeetions, in a manner equivalent to arm's length.

Acumen Academy shall notify parents, guardians, and facilitators in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

Acumen Academy shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

³⁰The District is in the process of compiling a list of LAUSD policies that apply to its authorized Acumen Academy. The list will be finalized by April 1, 2018. Acumen Academy Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to Acumen Academy.

Acumen Academy shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, learners and parents of elementary and secondary school learners, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Acumen Academy, that Acumen Academy does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Acumen Academy shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Acumen Academy shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Acumen Academy shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Acumen Academy, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Acumen Academy acknowledges that Acumen Academy, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Acumen Academy shall provide the District with current, complete, and accurate contact information for Acumen Academy, Acumen Academy administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Acumen Academy's operations, or breach of the Charter, is received or discovered by the District, Acumen Academy, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Acumen Academy acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Acumen Academy's public funds shall be subject to all necessary and appropriate District Acumen Academy oversight.

NOTIFICATION OF THE DISTRICT

Acumen Academy shall notify the Charter School Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative

agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Acumen Academy. Unless prohibited by law, Acumen Academy shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Acumen Academy shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of learners or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Acumen Academy shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Acumen Academy shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Acumen Academy closes, Acumen Academy shall comply with the student records transfer provisions in Element 15. Acumen Academy shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Acumen Academy shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Acumen Academy.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Acumen Academy has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Acumen Academy understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Acumen Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Acumen Academy also acknowledges that, as part of its oversight of Acumen Academy, the District may conduct program review for federal as well as state compliance.

Acumen Academy, Inc. Board of Directors

Acumen Academy Charter School is a public Acumen Academy operated as a duly constituted entity of Acumen Academy, Inc., a 501(c)3 California Nonprofit Public Benefit Corporation and will be governed by Acumen Academy, Inc. in accordance with the California Corporations Code. Acumen Academy, Inc. is a fiscally and operationally independent entity, which assumes responsibility for all debts and liabilities of Acumen Academy Charter School. This nonprofit corporation will continue its existence notwithstanding any withdrawal of the Acumen Academy's status. The Los Angeles Unified School District Board of Education or designee may appoint a representative to serve as the District's liaison to the Acumen Academy in any matter pertaining to the Acumen Academy.

Fiduciary Responsibility

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

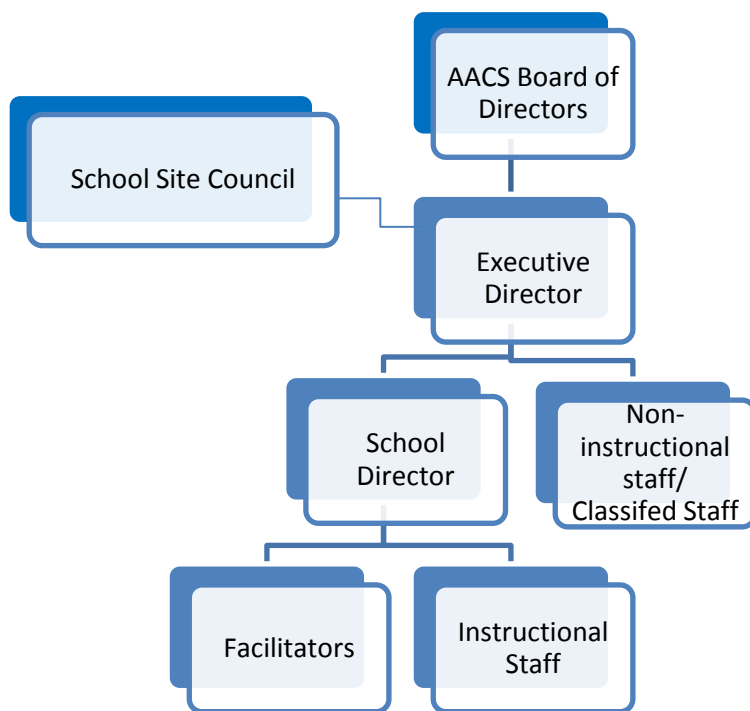
The Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern Acumen Academy Charter School in a manner that will enable the Acumen Academy to achieve its mission as prescribed and permitted by its charter. The Board's role will be one of oversight of school management; specifically, oversight and management of the Executive Director who will be responsible for the daily operation of Acumen Academy Charter School.

The Board of Directors will be responsible for ensuring learners have the resources and opportunities to meet academic standards. In order to do this, student data will be provided to the Board of Directors regularly during board meetings. The Board of Directors with the support of administrative staff will use data to make informed decisions about the education programs, intervention supports, reassessing the curriculum, and professional development in order to improve instruction.

Composition

A corporate Board of Directors (“Board” or “Board of Directors”), in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter, will govern Acumen Academy Charter School.

The following figure illustrates the relationship among the Acumen Board of Directors, the Executive Director and school staff, and the School Site Council, which will be comprised of parents, Facilitators, and staff per Education Code Section 52852³¹.



Roles and Responsibilities of the Governance Structure

Acumen Academy Board of Directors: The Board of Directors will oversee the implementation of Acumen Academy’s mission and vision and approve any necessary revisions to its bylaws, policies, and procedures. The Board will be fully responsible for the operation and fiscal affairs of Acumen Academy including but not limited to the following:

- a. Hire, supervise, and evaluate the Executive Director of Acumen Academy.
- b. Approve and monitor the implementation of Acumen Academy’s fiscal and operational policies
- c. Approve and monitor Acumen Academy Charter School’s annual budget and budget revisions.

³¹ <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=52001-53000&file=52850-52863>

Accessed October 20, 2016

- d. Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Acumen Academy in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Acumen Academy.
- e. Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices; approve the annual financial audit in compliance with reporting standards.
- f. Establish operational committees as needed, including but not limited to, the School Site Council, Safety Committee, English Learner Advisory Committee, and the Local Wellness Committee.
- g. Execute all applicable responsibilities provided for in the California Corporation Code.
- h. Develop, review or revise Acumen Academy's accountability goals and mission with consideration of recommendations by the Executive Director.
- i. Engage in ongoing strategic planning.
- j. Approve the school calendar and schedule of Board meetings.
- k. Participate in the dispute resolution procedure and complaint procedures when necessary.
- l. Approve Acumen Academy amendments as necessary and submit requests for material revisions as necessary to the District for consideration.
- m. Appoint an administrative panel or act as a hearing body and take action on recommended learner expulsions.

Executive Director: The Acumen Academy Board of Directors will delegate to the Executive Director responsibility to carry out all Board-adopted policy and the day-to-day operations of the school. The Executive Director may delegate to subordinates any of the powers and duties which the Board has entrusted to him/her but shall continue to be responsible for the execution of the powers so delegated. At the school level, the Executive Director oversees the implementation of Board policies, the charter petition, and the mission and vision of Acumen Academy. In addition, the Executive Director serves as the designated fiscal officer who oversees the annual financial audit and is responsible for making recommendations to the Board of Directors about how funds are spent and managed. The Executive Director evaluates the performance of the School Director annually and ensures adequate support is provided to the School Director.

School Director: The School Director will be responsible for the development and implementation of the instructional program. S/he will supervise all instructional staff and report to the Executive Director of Acumen Academy Charter School. The School Director will contribute to a culture of excellence. Responsibilities include, but are not limited to, using appropriate data to establish rigorous, concrete school-wide goals in the context of learner achievement and instructional programs; developing the annual instructional and professional development calendars; overseeing the special education program and ensure compliance with applicable laws and regulations; monitoring instructional planning and implementation through review of instructional/planning and provision of regular written feedback; and developing and

maintain relationships between parents, employees, community members, Board of Directors and all other stakeholders.

School Site Council: In accordance with State regulations for receiving supplemental federal Title I funding, Acumen Academy Charter School will develop a School Site Council (SSC). The school site council (SSC) will provide recommendations to the School Director regarding the operational and instructional programs of the school, including planning, implementation, and evaluation of the school improvement plan, and use of funds to support the goals of the school as stated in the Charter Petitions and LCAP. In addition, pursuant to EC Section 52855 and EC 64001, the SSC is to develop, annually review and update the Single Plan for Student Achievement (SPSA). The SSC must recommend the SPSA to the Board of Directors for approval. As required by law, the SSC also provides its approval of such things as the LCAP and expenditures related to Title III and EL learners.

The School Site Council shall be composed of the following members in accordance with State guidelines which include the School Director, teacher representatives, classified employee, and parent representatives. All members of the SSC, except the school School Director, are nominated and voted on by their peer group. Once the council is convened for the first time, the council will select from among its members a president, vice-president and secretary. The term of office for all duly selected members shall be one academic year. Meeting will be conducted monthly at the school site.

Non-Instructional Staff/ Classified Staff: The Non-Instructional Staff/Classified Staff generally work in the office as the Office Coordinator and Office Assistance. Their primary responsibilities include, but are not limited to, keeping, maintaining and reporting school records and data in CALPADS, the school SIS, and other such programs. They also process all interest forms, enrollment forms, student applications and lunch forms. The Non-Instructional Staff/Classified Staff serve as the face of the school as stakeholders enter the campus.

Facilitators: A Facilitator is a teacher/instructor who holds and maintain a Commission on Facilitator Credentialing certificate adhere to all requirements of the Every Learner Succeeds Act (ESSA). The Facilitator is responsible for independent delivery of daily classroom instruction, within the framework of the adopted curriculum and pedagogy and in accordance with school policies and legal statutes. Facilitators will report to the School Director and supervise Instructional Aides.

Instructional Staff: Instructional Staff are paraprofessionals and support staff such as instructional aides. The instructional aides work to support the facilitator to provide additional instructional support to learners one-on-one or in small groups.

Board Terms

Term of office begins July 1 and ends June 30. Terms of Directors shall be staggered to provide continuity of management and operational control of the corporation. This is accomplished by assigning each initial Director to one of three classes: Class A for a 3-year term; Class B for a 2-year term; and Class C for a 1-year term. The following table illustrates the terms of the founding board members as well as the proposed staggered terms for incoming board members.

Board member	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Cliff Moseley, President	Class A July 1, 2017 to June 30, 2020			May renew for a 3-year term ³²		
Steve Anastasi, Secretary	Class A July 1, 2017 to June 30, 2020			May renew for a 3-year term		
Board Member #3		Class B	May renew for a 1- year term ³³			

No Board Member may serve more than six (6) consecutive years. After serving six consecutive years, an individual must take at least one year off if s/he wishes to run for election again. Board elections will be held each June. Special elections will be called whenever necessary to fill a vacant board seat.

Board Member Nomination and Election Process

Acumen Academy Charter School will implement a standardized process to receive board candidate nominations, provide candidates with information about the school, and allow for vetting by the school leadership and Nominating Committee, and elect board members:

1. School receives nominations from community, staff, parent or current Board member.
2. Candidate submits Board Candidate Information Form, including resume or CV.
3. Candidate receives acknowledgement of interest letter
4. Provide candidates with soft copy of charter petition, bylaws, organizational chart, recent audit reports, current year board meeting schedule, board member job description
5. Candidate attends Board meeting as observer/guest
6. Candidate tours school campus
7. Interview with School Director; recommendation to Nominating Committee
8. Interview with Nominating Committee (Board Chair to chair this committee)

³² Board members may serve six consecutive years.

³³ Class C members may serve up six 1-year terms

9. Upon positive recommendation from Nominating Committee, candidates submit fingerprints through LiveScan for Department of Justice background check.
10. Vetted candidate is agenized for AACCS Board approval at a properly noticed meeting
11. Candidate elected to staggered terms.
12. Candidate submits assuming office Form 700.

Board Member Qualifications

Acumen Academy will seek Board members who believe in Acumen Academy's mission, and have experience in areas critical to school success, including but not limited to: elementary education, the arts, government, law, business, finance/accounting, fundraising, facilities, or public relations. Additionally, Board members will have experience in management, operations, and or have a current or previous corporate or community leadership position. It will be expected that Board members will work to establish and strengthen the School's relationship with appropriate non-profit and community-based organizations.

Training

The Acumen Academy Board of Directors will participate in annual training on conflict of interest, Brown Act, school budgets and compliance requirements, and other topics as they are identified. These trainings will be led by the School's legal counsel and business services provider. Additionally, the founding Board will attend Acumen Academy conferences (e.g. CCSA and CSDC) to network with other Acumen Academy board members and receive additional training in governance best practices. The school intends to send a leadership team of one administrator, a Facilitator, and at least one board member to these annual conferences.

Board Meetings

Regular and Annual Meetings

Regular meetings of the Directors, including annual meetings, shall be held at such times and places as may be set, from time to time, by the Directors. It is anticipated that the board will hold monthly meetings—not less than 10 times per year—to provide effective oversight of the school's operations and educational program. A quorum of board members is required to initiate any board meeting and to take action on any agenized item. The quorum is defined as fifty percent of existing board members plus one. An annual meeting shall be held in June of each year for the purpose of electing Directors, making and receiving reports on corporate affairs, and tranparent committeeting other business as comes before the meeting.

Special Meetings

A special meeting may be called at any time by the Board President, or by a majority of the members for any purpose. The notice shall be delivered personally or by any other means and shall be received at least 24 hours before the time of the meeting as specified in the notice. The notice shall specify the time and place of the special meeting and the business to be transparent committed or discussed.

Abstention and Teleconference Participation

Board members may selectively abstain from any vote on an action item.

Board members may participate via teleconference. In accordance with Brown Act provisions, participation via teleconference will be appropriately noted on the agenda by including the address of the teleconferenced location, and the agenda will be posted at said site.

Each teleconference location shall be accessible to the public.

All votes taken during a teleconferenced meeting shall be by roll call.

PROCESS AND TIMELINE FOR SETTING ANNUAL CALENDAR OF BOARD AND COMMITTEE MEETINGS

The process for setting the annual calendar of board meetings is as follows:

1. The Business and Operations Manager prepares an initial draft of the school calendar in February for the school year that begins in July of the following calendar year. The school calendar includes the dates for each of the regular board meetings from July through June of the following year.
2. The calendar is reviewed by the Executive Director who then asks for feedback from school staff by the end of March. After receiving feedback, and when deemed appropriate, the calendar is revised accordingly.
3. The calendar is submitted to the board for review in the April board meeting. Suggestions, if any, are made at this time, and the calendar is revised accordingly.
4. The calendar is submitted to board for official approval in May.

Committee meetings as noted above will be held quarterly and announced the month prior at a regular board meeting.

LOCATION FOR POSTING BOARD AND COMMITTEE MEETING AGENDAS

All board and committee meeting agendas will be posted physically at the front entrance of the school. All board and committee meeting agendas will also be posted online on the school's website. For regular board meetings, the posting will occur at minimum 72 hours prior, and for the special board meetings 24 hours prior.

PROCEDURES TO ASSURE COMPLIANCE WITH KEY BROWN ACT REQUIREMENTS

Acumen Board of Directors ensures that all actions taken by the board are in compliance with Brown Act Requirements. The procedures used to ensure this are as follows:

- The Board, the Executive Director, and Business and Operations manager will receive Brown Act training once a year.
- The Executive Director will review key Brown Act requirements at selected board meetings with the board members throughout the year.
- The Executive Director will consult frequently with legal counsel to ensure that procedures consistent with the Brown Act are followed.

In particular, the Board of Trustees will follow key Brown Act procedures as it relates to posting of agendas, agendizing closed sessions, compliance with ADA, teleconferencing, public comment, etc.

Agendas for regular board meetings will be posted at least 72 hours in advance at the Acumen Academy location in a place visible to the public. Agendas will additionally be posted at each location from which a board member is calling in or video-conferencing. For special board meetings, the agendas will be posted at least 24 hours in advance at locations previously specified. And for emergency meetings, the agendas will be posted at least 3 hours in advance at locations previously specified.

BOARD ACTION (VOTING) REQUIREMENTS

The Board will vote on agendized action items only. Each board member shall have a single vote on each action item. A simple majority of board members present at the board meeting shall prevail on each action item presented to the Board. The board may vote to delay action until a later meeting, whether regular or special.

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the board of directors, unless the articles of incorporation or bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relation to appointment of committees (Section 5212), approval of contracts or tranparent committeetions, and indemnification of directors (Section 5238(e)), require a greater percentage or different voting rules for approval of a matter by the board.

Meetings of the board of directors shall be presided over by the chairperson of the board, or, if no such person has been so designated or, in his or her absence, the president of the corporation or, in his or her absence, by an officer of the corporation or, in the absence of each of these persons, by a chairperson chosen by a majority of the director's present at the meeting. The secretary of the corporation shall act as secretary of all meetings of the board,

provided that in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Community Accessibility

Board meetings will be held at the school site unless otherwise noticed. If board meetings are scheduled outside of the school day, the school will work with parents to provide child care. As needed, the School will provide translated materials or a language interpreter for parents. No cost language assistance will be provided by appropriate and competent staff, or through appropriate and competent outside resources.

Responding to Inquiries

Acumen Academy Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Acumen Academy, including its nonprofit corporation, acknowledges that it is subject to oversight by the District. Acumen Academy shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Acumen Academy's operations, or breach of charter, is received or discovered by the District, the School shall cooperate with any resulting investigation undertaken by the District.

General Assurances

Organizational Structure

Acumen Academy Charter School will be governed by Acumen Academy Inc., a 501(c)3 California Nonprofit Public Benefit Corporation. Acumen Academy Inc. has filed its Articles of Incorporation³⁴ with the California Secretary of State's Office.

Bylaws

Acumen Academy Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Acumen Academy amends the bylaws, Acumen Academy shall provide a copy of the amended bylaws to Los Angeles Unified School District within 30 days of adoption.

Insurance

³⁴ Acumen Academy Inc. Articles of Incorporation and Bylaws are included as appendices.

Acumen Academy Charter School will maintain in effect general liability, directors and officers, errors and omissions, and workers' compensation insurance policies.

Non-Discrimination

Acumen Academy Charter School is non-sectarian in its programs, admissions, policies, employment practices, and in all other operations. It does not charge tuition and does not discriminate on the basis of any 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

Legal and Policy Compliance

Acumen Academy Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to Charter Schools, as they may be amended from time to time. Notwithstanding any rule, regulation, provision, or corporate Bylaw to the contrary, Acumen Academy Inc., its Board of Directors, and the Acumen Academy shall at all times and in all respects comply with the Ralph M. Brown Act, the Public Records Act, and all conflict of interest laws applicable to Charter Schools including the Political Reform Act. Acumen Academy will adopt a Conflict of Interest Code in compliance with the Political Reform Act, which will require Directors and key employees to annually file a Statement of Economic Interests (FPPC Form 700).

Consulting with Stakeholders

Acumen Academy Charter School will seek input from stakeholders prior to implementing policies which effect the educational programming at the school. Acumen Academy Charter School will establish ongoing communication with facilitators, parents, and community members through meetings, website updates, newsletters, emails, phone calls, through social media and other forms of communication. Bilingual information in Spanish and English will be available for parents. Partnerships with community groups will be formed to assist in the outreach activities. Acumen Academy Charter School will establish relationships with local grocery stores, libraries, churches, and business as support for disseminating updates about the school and opportunities for community members to participate in the decision-making process.

PROCESS FOR CONSULTING WITH ALL STAKEHOLDERS TO DEVELOP ITS LCAP AND ANNUAL UPDATE

ACUMEN ACADEMY administrative staff will consult with all stakeholders to develop its LCAP and the annual update. The process can be generally described as follows:

1. The School Director calculates funding for LCAP based on state projections using the LCFF. This includes base, supplemental, and concentration grant monies.
2. The School Director in special LCAP meetings and at staff meetings presents budget data and elicits suggestions from parents and staff as to how the money should be spent based on school needs.
3. Suggestions coming from a wide variety of sources are then relayed to the parent committee. The parent committee prioritizes the suggestions.
4. A preliminary LCAP is developed by the School Director based on the suggestions given by the parent committee.
5. The LCAP is presented to the Board of Trustees for their review and then approval.
6. The LCAP is presented to the parent committee meeting for final approval.
7. The LCAP is submitted to the LACOE and the District.

PROCESS FOR CONSULTING WITH PARENTS AND FACILITATORS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAM

To ensure full participation, ACUMEN ACADEMY will institute ongoing communication through newsletters, emails, phone calls, and other communication methods to keep parents, community members, and staff up-to-date on the school's activities. Bilingual information in Spanish and English will be available for parents, and partnerships with community groups will be formed to assist in the outreach activities. Local libraries, churches, and other community institutions will be enlisted to disseminate news about ACUMEN ACADEMY and its mission.

ACUMEN ACADEMY will reach out to other community-based organizations, faith-based institutions, neighborhood-based non-profit groups, and neighborhood councils and associations in an effort to develop the most effective means of involvement for all concerned.

Most importantly, staff, learners, and other stakeholders will be an integral part of the ACUMEN ACADEMY governance structure, serving on its boards and committees that will plan and execute the goals of the school as outlined below.

ACUMEN ACADEMY will use a variety of methods to consult with learners and parents regarding the educational program. These include:

- **Student-Teacher Conferences.** Facilitators will conference periodically with learners about their progress at all grade levels. Facilitators will provide oral and written feedback to learners, in addition to soliciting their input on certain curricular matters when appropriate.
- **Parent-Teacher Conferences.** Facilitators will conference with parents on a regular basis, at least twice per school year, about the progress of their child at ACUMEN ACADEMY. These conferences will include a review of the student's academic work as well as any other issues pertinent to overall success of the child at ACUMEN ACADEMY. Conference will be held on dates and times that accommodate the parent's work

schedules.

- **Parent Education Meetings.** The ACUMEN ACADEMY School Director will host a training meeting each month to present specific and topical information regarding the school's instructional and operational components. Parents will have the opportunity to respond and provide input that will be discussed at the monthly parent committee meeting.
- **Parent Coffee and Teas.** The ACUMEN ACADEMY School Director will host an informal meeting once a month to discuss any topic that parents bring to the table. Issues will be addressed directly at these meetings, or the subject matter will be referred to the PARENT COMMITTEE for extended discussion and action.
- **Calls and Emails.** When appropriate, facilitators and staff members will communicate directly with parents by means of phone calls and, for non- confidential matters, email when it is accessible. These electronic forms will facilitate rapid communication and resolution of issues involving the student.
- **Newsletters and Announcements.** ACUMEN ACADEMY will periodically publish a newsletter in a language that is used by parents, which explains upcoming events, general information, and policies of the school.
- **Letters.** ACUMEN ACADEMY will communicate certain matters with regards to its policies and practices via traditional letters sent to the homes of the children. This will supplement other forms of communication and consultation.
- **Governance Structure.** The most obvious way that parents and learners will be consulted is through its integrated governance structure of boards and committees designed to facilitate strong parent-school communications and decision making.

COMPOSITION, SELECTION, AND OPERATING PROCEDURES FOR PARENT ORGANIZATIONS AND COMMITTEES

School Site Council

At the beginning of the school year, the School Director shall be responsible for forming the School Site Council. The School Site Council will meet monthly. The School Site Council will provide input to the Board on the operations of the school, and on issues of concern to staff, facilitators, parents, and learners. It will provide input and make recommendations regarding the school's policies and procedures. It will review and approve the LCAP and the Single School District Plan. It will review and approve policies/recommendations regarding Title I and Title III monies.

The School Site Council will consist of (at a minimum) of six people: The School Director (ex officio member), three elected parent representatives, an elected teacher representative, and another school employee. In all cases, there shall be parity between the number of parents and other members of the committee. The diverse composition of the council will ensure all stakeholders are represented.

The president and vice-president of the School Site Council will be elected from its members. The council will also elect a recording secretary and shall keep meetings that do not involve confidential matters open and public to all concerned parties. Standard Rules of Order shall govern the functioning of the School Advisory Council.

The SSC will meet once a month.

The School Site Council will be instructed to form advisory committees on an as needed basis. Members of the School Site Council will nominate and hold elections to form the advisory committees. The president of the School Site Council will ensure that the committees carry out their respective missions. Since parent involvement is critical to the success of governance, the Council shall ensure that adequate representation is provided for them on each of the advisory committees with at least one member coming from among the parents. Committees, when organized, will meet no less than quarterly while school is in session, and more often when required.

The committees established may encompass the following areas:

4. English Learner Advisory
5. Facilities and Budget
6. Curriculum and Development
7. Personnel
8. Parental Partnerships and Community Relations

Element E/5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the Acumen Academy.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Job Descriptions for Key Certificated Staff

Job Description: Executive Director

The **Executive Director** will provide leadership and executive direction to the personnel, programs, activities, and operations of Acumen Academy Charter School (AACS) and ensure compliance with established goals and legal requirements. S/he will be guided by Acumen’s charter philosophy; will promote the focus for success of all learners; and will support the Board of Directors’ focus on learner learning and achievement while enabling the vision and mission of AACS. The Executive Director will contribute to a culture of excellence by fulfilling the following key responsibilities:

Related to the Board

1. Keeps the Board informed on issues, needs and operations.
2. Ensures preparation of agenda for Board meetings, providing pertinent information and data.
3. Offers professional advice to the Board on items requiring action, with appropriate recommendations.
4. Understands and supports the Board's policy-making role and the Executive Director's policy implementation role.
5. Interprets and implements policies and incorporates such interpretations into written administrative rules, regulations and procedures.

Related to Operations

1. Ensures all employees hold appropriate credentials and clearances.
2. Ensures a safe school environment.

Related to Business and Financial Matters

1. Serves as the designated fiscal officer who oversees the annual financial audit and is responsible for making recommendations to the Board of Directors about how funds are spent and managed.
2. Keeps the Board informed of long-range and short-range financial needs and proposals and is responsible for ensuring the sound financial and legal operations.
3. In collaboration with financial staff and or business services provider, ensures the preparation of the budget and provides the Board with periodic reports on the overall financial condition of AACS.
4. In collaboration with financial staff and or business services provider annually prepares and submits to the Board the budget for the upcoming year; revises the budget or takes other related action as the Board designates.
5. Ensures maintenance of a financial accounting system.
6. Allocates resources in accordance with Board priorities.

Related to Staff Relationships

1. Encourages participation in governance activities while observing the governance structure as prescribed in the Charter.
2. At the direction of the Board, represents the interests and direction of the Board to the best of his/her ability.
3. Keeps staff members informed of issues, goals and activities.
4. Gives consideration to varying viewpoints when making personnel decisions.
5. Defines the duties of all personnel and coordinates administrative staff activities.
6. Informs the Board regarding personnel issues as necessary and as delegated by the Board, manages School personnel including but not limited to hiring, firing, disciplining, directing work, and supervising.
7. Promotes a positive work environment.
8. Anticipates, manages and resolves conflict.

Related to Educational Leadership

1. Utilizes the shared governance and leadership model in curricular work, utilizing the abilities and talents of the professional staff and other stakeholders.

2. Holds staff accountable for meeting their responsibilities, while providing sufficient autonomy and staff development.
3. Provides leadership for the continuous development and improvement of the instructional program.
4. Ensures that there is a continuous focus on learner growth and learning.
5. Ensures that learners engage in the educational program as outlined in the charter
6. Works with staff, the Board, and the community in planning and implementing support services for learners.

Related to Stakeholder Relations

1. Participates in the school community.
2. Informs stakeholder groups of school programs, activities, and academic achievement.
3. Receives, analyzes, and responds to concerns and complaints in a timely fashion.
4. Assures timely and effective responses to learner issues in collaboration with the administrative team.

Professional Qualities

1. Maintains high standards of ethics, honesty, integrity, and professional conduct.
2. Demonstrates ability to work effectively with a variety of individuals and groups.
3. Demonstrates the ability to make difficult decisions and recommendations in order to preserve the mission, vision, and priorities of AACCS.
4. Promotes the concept that all children have identifiable talents/skills which will be emphasized in the educational program.
5. Develops trust and collaboration between various groups within the school and community.
6. Recognizes that change is vital in any organization, necessary change can best take place when those affected by change are actively involved in the process.

Delegation of Duties

1. The Executive Director may delegate to subordinates any of the powers and duties which the Board has entrusted to him/her but shall continue to be responsible to the Board for the execution of the powers so delegated.
2. Makes such assignments of powers and duties to administrative assistants and other certificated personnel as he/she deems necessary, consistent with Board goals.

Minimum Qualifications

1. A minimum of five (5) years of increasingly responsible administrative experience in education, with a measurable history of advancing learner achievement.
2. Completion of an advanced degree.
3. Prior demonstrable experience working with and within the Acumen Academy system (preferred).
4. Teaching credential (preferred)
5. Administrative credential (preferred)

Job Description: School Director

The **School Director** will be responsible for the development and implementation of the instructional program. S/he will supervise all instructional staff and report to the Executive Director of Acumen Academy Charter School. The School Director will contribute to a culture of excellence by fulfilling the following key responsibilities:

Related to the Instructional Program

1. Use appropriate data to establish rigorous, concrete school-wide goals in the context of learner achievement and instructional programs.
2. Develop and implement academic benchmarks that include standardized and internal testing and evaluation of learners.
3. Collaborate with the Executive Director to develop the annual instructional staffing plan
4. Develop the annual instructional and professional development calendars,
5. Align the after-school program (as applicable) with the school's mission and goals.
6. Oversee the special education program and ensure compliance with applicable laws and regulations.
7. Monitor instructional planning and implementation through review of instructional/planning and provision of regular written feedback.
8. Conduct formal and informal classroom observations, at least twice annually and ongoing, respectively.
9. Maintain a written record of classroom observation and recommendations to Facilitators
10. Observe and evaluate other instructional staff (e.g. instructional aides) regularly
11. Conduct annual performance evaluation for all instructional staff

Related to Academic Program Evaluation and Accountability

1. Ensure overall academic quality in full alignment with charter, state, and federal requirements
2. Monitor and analyze progress toward charter, state, and federal benchmarks.
3. Submit monthly academic reports to Executive Director and Board of Directors
4. Design and implement a data-driven system to monitor and assess learner achievement
5. Provide Facilitator training on explicit instructional methods and content to meet identified learner needs and school-wide goals.
6. Ensure compliance with reporting and regulations, including but not limited CALPADS.

Related to Professional Development

1. Develop school-wide professional development goals
2. Design and review progress towards Facilitators' Professional Growth Plan goals
3. Meet individually with each Facilitator once per trimester for Goal-setting and reflection on most recent evaluation
4. Establish and implement annual Professional Development calendar and schedule Direct the Summer Institute and professional development days during the school year
5. Plan and lead weekly staff development according to annual PD calendar cycle

6. Coordinate internal and external trainers to support staff development
7. Lead data analysis as part of ongoing professional development to ensure that all stakeholders have a clear understanding of the data, goals, and instructional plans to accelerate progress and address areas of improvement

Related to Learner Affairs

1. Develop and manage learner enrollment policies and procedures, including but not limited to enrollment, attendance, discipline, and placement.
2. Collaborate with Executive Director and administrative staff to develop and implement learner recruitment plan.
3. Collaborate with Executive Director and administrative staff to develop and implement middle school matriculation process.

Related to Community and Communication

1. Articulate the desired school culture and provides evidence of success. Represent school at meetings/forums.
2. Facilitate parent and family relations.
3. Develop and maintain relationships between parents, employees, community members, Board of Directors and all other stakeholders.
4. Build and maintain relationships with leaders in the greater Los Angeles community
5. Co-manage relationships with external educational partners along with Executive Director.

Minimum Qualifications

1. A minimum of five (5) years of increasingly responsible administrative experience in education, with a measurable history of advancing learner achievement.
2. Teaching credential
3. Administrative credential
4. Completion of an advanced degree.
5. Prior demonstrable experience working with and within the Acumen Academy system (preferred).
6. Experience leading an instructional program grounded in Project Based Learning

Job Description: Facilitator

A **Facilitator** (classroom teacher/instructor) will be responsible for independent delivery of daily classroom instruction, within the framework of the adopted curriculum and pedagogy and in accordance with school policies and legal statutes. Facilitators will report to the School Director and supervise Instructional Aides.

Acumen Academy Facilitators shall:

1. Create a class environment favorable to learning and personal growth;
2. Develop learner autonomy;
3. Establish positive relationships with families and staff.

An Acumen Academy Facilitator will fulfill the following responsibilities to establish and maintain a culture of excellence:

1. Articulate to learners, families and community members the mission and vision of the school.
2. Provide direct instruction in reading, language arts, social studies, mathematics, science, art, health, physical education, and music to learners in a classroom, utilizing course of study adopted by the school, and other appropriate learning activities.
3. Implement Project Based Learning.
4. Develop lesson plans and instructional materials and provides individualized and small group instruction that is developmentally appropriate in order to adapt the curriculum to the needs of each learner and aligned with the California Common Core Standards and the Next Generation Science Standards, and the 2012 English Language Development standards.
5. Implement lesson that allow learners to explore, experiment and experience using a variety of instruction strategies, such as inquiry, group discussion, lecture, discovery, etc.
6. Plan and organize learner field trips to provide an enriched educational experience.
7. Demonstrate lesson plans that maximizes the available time for instruction.
8. Use the Love and Logic techniques to establish and maintain standards of learner behavior needed to achieve a functional learning environment in the classroom.
9. Evaluate learners' academic and social growth, keeps appropriate records, and prepares progress reports and narratives.
10. Communicate with families through correspondence, conferences and other means to discuss learners' progress and reinforce the values of the school program.
11. Identify learner needs and cooperates with other professional staff members in assessing and helping learners solve health, attitude, and learning challenges.
12. Create a safe and attractive child centered learning environment.
13. Maintain professional competence through participation in professional development opportunities provided by the school.
14. Supervise learners in out-of-classroom activities during the school day.
15. Administer group standardized tests in accordance with state testing program as well as informal and formal school assessments.
16. Create and share curriculum with colleagues as required. Collaborates with colleagues to plan school-wide and grade-level related events.
17. Participate in faculty committees, adjunct duties, and the sponsorship of learner activities or other assignments as directed by the School Director.

Minimum Qualifications

1. Bachelor's Degree from an accredited university.
2. California Staff Temporary Permit (STP), Internship, Preliminary or Professional Clear Multiple Subject Teaching Credential.
3. Bilingual/Biliterate (Spanish) preferred
4. Training and/or familiarity with Project Based Learning, preferred
5. Experience/coursework in Special Education and Behavior Management

Core Subjects

Core subjects at Acumen will include math, language arts, and science and history/social science. Facilitators will be responsible for overseeing learners, monitoring their academic progress and for all assessments in core subjects. Assessments from core subject areas, both State and internal, will be maintained at the Acumen Academy and available for inspection by the chartering authority.

Non-core/Non-College Preparatory Subjects

Non-core, non-college preparatory subjects may include, but not be limited to, P.E., visual and performing arts, cooking, photography, world language and/or other areas of learner interest.

Job Descriptions: Classified Staff/Non-Instructional Staff

The **Office Manager** will be responsible for carrying out a wide range of administrative and clerical functions and for providing support to the daily operations of the school and its faculty and staff. The Office Manager will report to the Executive Director or his/her designee. The Office Manager will fulfill the following responsibilities to establish and maintain a culture of excellence:

Related to Administrative Duties

1. Serve as liaison between staff and Executive Director.
2. Coordinate calls, appointments and prepares correspondence for Executive Director.
3. File and organize vendor and personnel files.
4. Assist Executive Director and School Director with various tasks as needed.

Related to Learner Services

1. Establish and manager systems related to school-wide office procedures, including but not limited to enrollment, attendance, discipline, and placement.
2. Prepare, disseminate, collected and maintain documents described in the recruitment plan, including but not limited to, the enrollment package and student health records.

Learner Information System

1. Demonstrate proficiency in the school's learner information system, including but not limited to: logging in, searches, enrolling learners, logging transparent committees, importing and exporting data, and creating reports.
2. Ensure accurate and timely entry of learner information.

Attendance and Enrollment

1. Serve as liaison with business services provider to comply with state reports (e.g. CALPADS).
2. Submit monthly attendance report to the District.

Learner Meal Program

1. Ensure distribution, collection and verification of meal application. As applicable, train office staff on these processes to ensure compliance with School Meal Program regulations.
2. Coordinate monthly menu with food vendor.
3. Serve as lead coordinator for school meal services; places weekly meal orders.
4. Monitor learner meal fee balances, at least monthly.

Fieldtrips

1. Arrange and confirm transportation with agency, Facilitators and School Director.

2. Coordinate school meals for field trip / off campus lessons.

Related to Human Resources

1. Support the Executive Director in hiring and terminating employees, including creating offer letters and contracts for new employees and distributing and processing health insurance documents.
2. Review Facilitator files and credentials to ensure compliance with NCLB and California Education Code.
3. Accurate and timely entry of staff information in to learner information system as required by AACCS operational standards.

Related to Accounting

1. Prepare bi-monthly payroll, including review of hourly employee timesheets.
2. Prepare deposits of checks and cash.
3. Process all accounts payable bills and coordinates with business services provider as well as maintaining internal control.
4. Coordinate supply orders among staff and administrators.

Related to Communications

1. Internal communication
 - Serves as liaison between staff and Executive Director.
 - Trains new staff in the use of the email and learner information systems.
2. External communication
 - Serves as liaison with District and other vendors.
 - Coordinates media, including newspaper advertisements.
 - Coordinate and update AACCS website as needed.

Safety & Facilities Maintenance

1. Maintain building security codes, keys and emergency contact lists.
2. Coordinate first aid and CPR training for school staff as needed.
3. Coordinate custodial schedules and needs as they arise.
4. Contact external vendors for day to day maintenance issues as they arise.
5. Coordinate fire emergency inspections and compliance.
6. Coordinates annual inventory checks, including technology inventory.

Required Skills

1. Oral and written proficiency in English and Spanish.
2. Proficiency in Word and Excel, including producing mail merge documents.
3. Proficiency in basic graphic design to facilitate school communication, e.g. Pages or Photoshop to create flyers and invitations.
4. Bachelor's degree—preferred.
5. 3-5 years' experience in school and or administrative setting—preferred.

Professional Expectations

1. Maintains professional appearance and attire.
2. Takes initiative and contributes to institutional knowledge base and systems.
3. Learns quickly or supplements with notes or guide for future reference.
4. Demonstrates flexibility and problem solving ability.
5. Handles all learner information in a discrete and or confidential manner.

Element F/6: Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Acumen Academy shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Acumen Academy occupies and/or operates on a District facility, Acumen Academy shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Acumen Academy shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Acumen Academy’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Acumen Academy shall ensure that all staff members receive annual training on Acumen Academy’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for learners and staff.

Acumen Academy shall provide all employees, and other persons working on behalf of Acumen Academy who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Acumen Academy shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Acumen Academy shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Acumen Academy.

Acumen Academy shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Acumen Academy shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Acumen Academy shall comply with all requirements of Education Code sections 44237 and 45125.1. Acumen Academy shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Acumen Academy shall maintain on file and available for inspection evidence that (1) Acumen Academy has performed criminal background checks and cleared for employment all employees prior to employment; (2) Acumen Academy has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with learners, and has requested subsequent arrest notification service; and (3) Acumen Academy has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with learners. Acumen Academy shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Acumen Academy shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Acumen Academy, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Acumen Academy shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and

scoliosis, to the same extent as would be required if the learners were attending a non-charter public school. Acumen Academy shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Acumen Academy serves learners in grades 7-12, Acumen Academy shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Acumen Academy shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

The health and safety of Acumen Academy Charter School learners and employees will be our top priority. AACCS will adopt and implement a comprehensive set of health, safety and risk management policies to ensure a safe work and learning environment. The process will involve engaging stakeholders, such as administrative staff, Facilitators, non-instructional staff, and parents in discussion about health, safety, policies for volunteers and risk management policies. Policies and procedures will be reviewed and approved by the Board of Directors. All health and safety procedures, volunteer policies, as well as risk management policies will be reassessed every four years effectiveness. A full draft of the full health and safety procedures and risk management policies of Acumen Academy will be provided to the District for review at least 30 days prior to operation.

Tuberculosis

Faculty, staff and volunteers will undergo a tuberculosis ("TB") risk assessment and, if necessary, be examined to determine that he/she is free of infectious TB prior to commencing employment and working with learners as required by Education Code Section 49406.

Health Screenings

Learners will be screened for vision and hearing in accordance with California Law.

In accordance with EC Section 49455(a) (1), during the kindergarten year or upon first enrollment or entry in at an elementary school, and in grades 2, 5, and 8, the learners' vision will be appraised by the school nurse or other authorized person under Section 49452.

The School Director will provide for the administration of hearing tests to learners by personnel authorized to conduct such testing pursuant to EC 49452 and 49454. Each student will be given a hearing screening test at the following times (17 CCR 2951):

1. Kindergarten or grade 1
2. Grade 2
3. Grade 5
4. Grade 8
5. Grade 10 or 11
6. Upon first entry into the California public school system

Each student enrolled in a special education program, other than those enrolled because of a hearing problem, will be given a hearing test when enrolled in the program and every third year thereafter. Hearing tests may be given more frequently as needed, based on the individualized education program team's evaluation of the student (17 CCR 2951).

The School Director at each school will notify parents/guardians of the rights of learners and parents/guardians related to health examinations pursuant to EC 48980. Parent/guardian may annually file with the School Director a written statement withholding consent to the physical examination of his/her child. Any such student will be exempt from any physical examination but will be subject to exclusion from attendance when contagious or infectious disease is reasonably suspected as stated in EC 49451.

Emergency Response and Crisis Management

- The requirement of staff being trained in emergency response, including appropriate "first responder" training or its equivalent.
- Procedures for response to natural disasters and emergencies, including fires and earthquake, will be documented in detail in the Employee Handbook, which will be completed not less than 30 days before operations commence.

Blood Borne Pathogens

Acumen Academy Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and learners from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Learner Medication

The School will adhere to Education Code Section 49423 regarding administration of medication in school. Per California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015 Acumen Academy Charter School will provide emergency epinephrine auto-injectors to its contracted school nurse or trained personnel who have volunteered. Some school nurse or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. Additionally, the School will annually distribute a notice and description of volunteer training.

When medication is prescribed and must be administered during the school day, parents must notify the school, provide up-to-date information supplied by the learners' doctor, and provide the medication. Administration of the prescribed medication will only be carried out by staff who volunteer and who have been trained, except in the case of an emergency. Learners will not carry medication unless there is a written agreement between the school and the parent. All medication documentation will be store in a secure and confidential manner in the office. Prescribed medication will be stored in a locked, secure location in the office as well.

Drug Free Workplace

The school will function as a drug, alcohol and tobacco-free workplace.

Monitoring of Criminal Background Checks and Fingerprinting

The Board President shall monitor the fingerprinting and background clearance of the Executive Director. The Executive Director shall monitor the fingerprinting and background clearance of all school employees and contracting entities'/independent contractors as applicable.

Any employee or volunteer of Acumen Academy Charter School forfeits their position of employment or right to volunteer if a background check indicates that the person has been convicted of a crime involving moral turpitude or a felony. Crimes of moral turpitude include, but are not limited to, child abuse, assault with the intent to commit murder, domestic violence.

Mandated Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, and the same policies and procedures used by the District. Acumen Academy Charter School shall provide all employees, and other persons working on behalf of Acumen Academy who are mandated reporters, with annual training on child abuse

detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Harassment

- a. The Acumen Academy shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.*, which details what schools must do to reduce discrimination, harassment, violence, intimidation, and bullying.
- b. The Acumen Academy is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Acumen Academy will adopt and apply all District policies and procedures involving all forms of harassment and shall notify its learners and staff of these policies.

Facilities and Fire Life Safety

- a. The Acumen Academy shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Acumen Academy will test sprinkler systems, fire extinguishers, and fire alarms annually at its facility to ensure that they are maintained in an operable condition at all times and shall conduct fire drills. The Acumen Academy will maintain a log of facility inspections, fire life safety systems, and fire drills.
- b. The Acumen Academy shall adhere to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.

Promoting Health and Wellness

Physical Education

Physical Education classes are a priority at ACUMEN ACADEMY. ACUMEN ACADEMY offers its learners a minimum of 100 minutes of P.E. per week taught by the classroom teacher or a P.E. coach. This is supplemented with in-class movement sessions designed to give learners a break from their rigorous academic program. P.E. sessions incorporate the California State Standards for Physical Education and include lessons focusing on psycho-motor skills, body movement, game play and rules, and sportsmanship. Learners will be well prepared to take the 5th grade physical fitness test as offered by the State of California.

ACUMEN ACADEMY Wellness Plan

Acumen Academy will develop a wellness plan. A Wellness Committee will be developed comprising of school staff, parents, learners, and community members. The plan outlines expectations regarding, among other things, food offerings at the school and promotion of physical exercise for all learners. The Wellness Committee is also responsible for evaluation of the plan's implementation. The evaluation is presented to the Board once a year in July.

Academic Counseling and Support

ACUMEN ACADEMY offers learners in need the opportunity to meet with credentialed school counselors to discuss issues related to mental health and academic achievement. These sessions may be conducted as a small group or one-on-one. They are generally offered once a week for 30 minutes at the school site unless circumstances require more time. The purpose of these sessions is to provide learners with the skills necessary to cope with school, peers, or stressful family situations.

After-School Program

ACUMEN ACADEMY will provide an after-school program. The after-school program will be funded through the State's After School Education and Safety (ASES) program. The School Director serves as the program director. A site coordinator provides day-to-day supervision of the program operations including the after-school program facilitators.

The benefits of the after-school include provision of a healthy snack, additional physical activity, homework help and an enrichment activity.

Most enrichment activities are developed by after school program facilitators in conjunction with the regular day facilitators. After school and regular day facilitators will meet once a month to go over themes and concepts taught in the regular day program. After school facilitators will develop parallel activities to enrich instruction occurring during the regular day. For example, if the theme for a 2nd grade class during the month of November is the ocean environment, 2nd grade learners in the after-school program could be involved in developing and creating an ocean environment mural complete with labels and descriptors of various ocean animals. This would potentially be something that the regular day teacher could not do with learners, but something that could be done in the after-school program.

Other enrichment activities may be provided through special classes. Enrichment activities may include Robotics, photography, art, music, the environment, general science, drama, and dance.

Participation in these extracurricular activities promotes student well-being and confidence.

Element G/7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Court- Order Integration

According to the most recent data available through the California Department of Education, Los Angeles Unified School District demographics in the 2016-17 school year reflected the following learner enrollment:³⁵

- 10.1% White
- 74% Latino
- 3.7% Asian
- 8.3% African American
- 24.9% English Learners

³⁵ <http://dq.cde.ca.gov/dataquest/>, Accessed June 3, 2017

- 67% Foster Youth
- 78.7% Eligible for Free or Reduced-Price Meals³⁶

Acumen Academy Charter School intends to be a community-based school, and as such, will endeavor to match the demographics of the District. To do this, Acumen Academy Charter School will implement a recruitment strategy that includes, but is not limited to the following elements:

1. **Enrollment Timeline:** An enrollment timeline that is scheduled to allow for a broad-based recruiting and application process. Community meetings will be open to the general public, to provide families with important information needed to make a decision about enrolling their children at Acumen Academy. At each meeting, an Acumen representative will collect interested family information including name, address, telephone number and email address for future communications about learner matriculation and other activities. Meetings will generally be held November through February. Information about the date, time, and location of each meeting will be shared through the school website, social media, newsletters, phone calls and flyers. If the number of applicants exceeds seats available, Acumen Academy will hold a Public Random Drawing on the fourth Friday in March.
2. **Multilingual Promotional Materials:** We will develop promotional and informational material in both English and Spanish, so that we can reach the dominant language communities in Los Angeles. We will distribute our materials to a broad variety of educational and community locations including, but not limited to, local grocery stores, local libraries, churches and businesses.
3. **Outreach Meetings:** Outreach meetings will be held in a variety of local neighborhoods to reach prospective learners and families. Acumen Academy recognizes the strong home schooling community in Los Angeles and will strive to make connections with home school parent groups and cooperatives.
4. **Electronic Media:** We will utilize our web site (www.acumenacademycharter.org), to provide information about the school's instructional model, learner registration, upcoming meetings, Facilitators, staff and administration, the Board of Directors. Additionally, all information on the website will be provided in Spanish as applicable. We will leverage social media to connect with parents and families; we will promote enrollment through the School's Facebook account and other appropriate social media platforms. Non-electronic communication will also be utilized, such as newspapers and flyers.
5. **Self-Evaluation:** Every year, Acumen Academy will conduct a self-evaluation of its recruitment and outreach effort. This self-evaluation will include a comparative analysis of the School's enrollment against the District's enrollment in the areas of ethnicity, socio-economic status, and home language. Additional criteria may be included as the school continues to operate. The Board of Directors, administrative staff, non-instructional staff, parents, and facilitators, will meet to discuss the solutions and strategies designed to meet enrollment needs.

³⁶ 2015-16 most recent data

Homeless Learners

Acumen Academy Charter School will comply with all applicable state and federal laws in serving learners with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S.

Department of Education Office of Civil Rights (OCR). The school will ensure that any student with a disability attending Acumen Academy Charter School are properly identified, assessed and provided with necessary services and supports. Acumen Academy Charter School will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will seek to include all special needs learners with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs, as documented on the IEP, require a program other than inclusion, Acumen Academy Charter School will work with the District and SELPA to provide an appropriate placement and services.

Foster Youth

Acumen Academy Charter School is committed to working with all student, including foster youth. Administrators, facilitators, and all other staff will play a vital role in ensuring that foster youth have access to effective educational programs. All staff will be required to participate in trainings to aide these learners. Learners will be provided with additional services, if needed, such as mental health counseling, extra tutoring, flexibility with due dates in the classroom, and extra resources that children may require to be successful.

Element H/8: Admissions Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

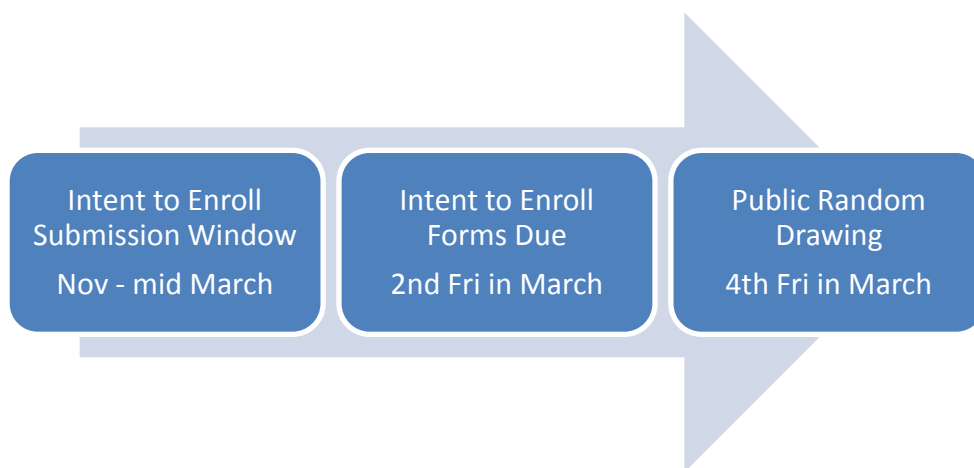
Acumen Academy Charter School will actively recruit a diverse learner population from the District and surrounding areas, whose families understand and value the school's mission and are committed to the school's instructional and operational philosophy. The Acumen Academy shall admit all pupils who wish to attend the Acumen Academy.

Affirmations

- a. All pupils who wish to attend Acumen Academy Charter School will be admitted as outlined in Education Code § 47605 (d)(2)(A). No test or assessment shall be administered to learners prior to acceptance and enrollment into the Acumen Academy.
- b. Acumen Academy will comply with all laws establishing minimum and maximum age for public school attendance.
- c. 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 except as otherwise required by law.
- d. Acumen Academy will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any learner based upon any of the characteristics listed in Education Code Section 220.

Enrollment

Figure 06: Enrollment Timeline



The enrollment timeline is scheduled to allow for a broad-based recruiting and application process. Promotional and informational material in both English and Spanish will be distributed

to a broad variety of educational and community locations including, but not limited to, local grocery stores, local libraries, churches and businesses. Community meetings will be held and open to the general public, to provide families with important information needed to make a decision about enrolling their children at Acumen Academy. At each meeting, an Acumen representative will collect interested family information including name, address, telephone number and email address for future communications about learner matriculation and other activities. Meetings will generally be held November through February. Information about the date, time, and location of each meeting will be shared through the school website, social media, newsletters, phone calls and flyers.

Acumen Academy shall require learners who wish to attend the Acumen Academy to complete a pre-enrollment form, which will only request basic information:

- Learner Name
- Grade level
- Date of Birth
- Parent/Guardian Name and Contact Information
- Address

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

- Learner enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate
- Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year.

The open enrollment period will be published on the School's website and the printed annual instructional calendar. The School will notify parents of the open enrollment period through a variety of media, including but not limited to prominent signage at pick up and drop off, flyers, periodic newsletters, online parent communication (e.g. ClassDojo.com, BlackBoard) as well as through personal communication (e.g. parent meetings and conferences).

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, Acumen Academy will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing learners, who are guaranteed admission in the following school year.

Admission preferences shall be given to the following learners in the following order:

1. Siblings of existing learners of Acumen Academy are exempt from participating in the public random drawing;
2. Children of employees of Acumen Academy are exempt from participating in the public random drawing, up to 10% of total enrollment;
3. Children residing within the District;
4. All other learners

Currently enrolled learners are exempt from the public random drawing.

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

If a drawing is necessary, these procedures will be followed:

1. All interested parties may submit a Pre-enrollment form, which contains the name of the learner, birthday, grade, address, phone number and parents'/guardians' names. The form will be available in Acumen Academy main office beginning in February of each year.
2. All completed forms must be received by the **second Friday in March at 4:00 p.m.** Only one form may be submitted per learner. If it has been determined that more than one form has been submitted, the learner will be disqualified.
3. A drawing will be held in **the fourth Friday in March at 10 a.m.** at Acumen Academy.
4. Names will be drawn by a neutral member of the community until all names have been called.
5. Names will be listed on a spreadsheet which will be projected on a screen at the front of the meeting room for all participants to view and those who will be enrolled will be clearly identified on the publicly viewed spreadsheet.
6. When all open spaces have been filled, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
7. This process will continue until all forms have been drawn and all names are listed on the publicly viewed spreadsheet.
8. Following the drawing, the parents of all learners to be enrolled will be notified by phone, email, or letter by Acumen Academy's office staff.
9. Parents of learners on the waiting list will be informed by phone, email or letter as to their learner's place on this list.
10. Parents of learners selected for enrollment must complete an enrollment packet no later than the deadline set by the School Director each year, which shall be no later than June 1. If forms are not completed within this time frame, their child will lose the spot and the next name will be taken from the waiting list. The exact date that forms must be completed will be calculated by the School Director and communicated to the parents by the office staff in the letter that confirms they were selected in the lottery.
11. When a learner from the waiting list is offered enrollment, the parent/guardian will be contacted via phone and mail by the office staff and will have three days to determine whether to accept or reject the offer of enrollment. Parents are to respond in person by coming to the school to sign a confirmation notice provided by the school. Parents may also send a letter of confirmation via registered mail.

All lottery and enrollment procedures will be explained at the community meetings, upon request at the front desk, in writing in the form of announcements and bulletins, and on the school website. The Executive Director and School Director will maintain fairness in administering all admissions, lottery and wait list procedures.

The Office Manager of Acumen Academy will maintain all forms including, but not limited to, notices, announcements regarding the lottery, all enrollment forms, records for all learners who participated in the lottery for one year, sign-in roster from the lottery meeting, a spreadsheet completed during the lottery drawing documenting the order of names selected, and the waitlist on file for one year.

The school will accept lottery forms for its open enrollment beginning mid-February and ending the second week of March each year and lottery date will be during the fourth week of March. Acumen Academy will invite Los Angeles County Unified School District representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

Acumen Academy Charter School may refine lottery policies and procedures in accordance with a written policy adopted by the Board of Directors. All material revision designed to improve the school's lottery efforts shall be provided to the District within 45 calendar days of approval by the Board of Directors and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

Element I/9: Annual Financial Audits

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

Acumen Academy shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Acumen Academy shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Acumen Academy’s Calendar
 - h. Statistical Report – monthly according to Acumen Academy’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

Selection of the Independent Auditor

The AACS Board will form an audit committee each fiscal year to oversee selection and hire of an independent auditor through a request for proposal process. The auditor will perform an annual audit of the school’s financial affairs. The independent auditor will have experience in education finance and shall be designated as (1) active by the State Controller’s Office and

authorized to perform K-12 Local Education Agency audits, and (2) deemed qualified pursuant to Education Code section 41020(f) to conduct audits of K-12 local education agencies. To ensure that the auditor selected is approved by the State Controller and is on its published list as an educational audit provider, the Executive Director will provide the published list to the Board's audit committee prior to releasing its request for proposal to the public.

The audit will verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and reviews the school's internal controls. The audit will be conducted in accordance with GAAP and the applicable portions of the Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. The audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. On a daily basis, a system of internal controls will be instituted and maintained by the school's Executive Director with the assistance of the school's business services provider.

Preparing for the Audit

Acumen Academy Charter School's designated fiscal officer will be the Executive Director, assisted by the School's business services provider. The Treasurer of the AACS Board of Directors will participate in the audit process along with the Executive Director.

The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. The Executive Director will work with the independent auditor to supply requested information gathered by appropriate school staff. Accordingly, the independent auditor will be presented with the following systems and procedures to conduct the required audit:

- a. Compliance with terms and conditions described in the approved charter
- b. Internal controls, operational and financial
- c. Board agendas, minutes and other information related to financial reporting
- d. The Acumen Academy's debt structure
- e. Governance policies and procedures
- f. The Acumen Academy's enrollment process
- g. Compliance with safety plans and procedures
- h. The process for attendance recoding and reporting
- i. Compliance with grant requirements

Process to Address and Resolve any Deficiencies, Findings, Material Weaknesses, Audit Exceptions

Audit exceptions and deficiencies will be resolved in conference with independent Auditor prior to the completion of the final report and to the satisfaction of the County.

Acumen Academy Charter School will undertake four steps to address audit findings or exceptions:

1. Auditor and Executive Director will re-inspect by revisiting background information, which inspectors will use to gauge the finding's context and to identify possible strengths and weaknesses;
2. The auditors will observe and examine the actual process, internal assessment or external tests, that may have caused the deficiency and discuss with staff or learners and parents.
3. Auditors will create a formal report that provides feedback to the Executive Director, the AACS Board of Directors, CDE and LAUSD that outlines the strengths and weaknesses and any improvement recommendations.
4. The AACS Board of Directors will review any audit exceptions or deficiencies and report to the Los Angeles Unified School District regarding how the exceptions and deficiencies have been or will be appropriately resolved within a reasonable timeline, with the goal being to address the finding before the following month's meeting. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process. The Executive Director is responsible for ensuring the audit is submitted.

Submitting the Audit

Acumen Academy Charter School anticipates that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by December 15 of each year by Executive Director.

Annual Attendance Procedures

Acumen Academy Charter School will utilize attendance accounting procedures that will satisfy requirements for the County and the California Department of Education.

Element J/10: Suspension and Expulsion

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

GENERAL PROVISIONS

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

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

Acumen Academy shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Acumen Academy shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Acumen Academy shall be responsible for the appropriate interim placement of learners during and pending the completion of Acumen Academy’s student expulsion process and shall facilitate the post-expulsion placement of expelled learners.

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

LEARNERS WITH DISABILITIES

Acumen Academy shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of learners with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Acumen Academy shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Acumen Academy's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Acumen Academy's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Acumen Academy shall notify the Acumen Academics Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Acumen Academy Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Acumen Academy's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Acumen Academy conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Acumen Academy's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Acumen Academy shall comply with the federal Gun-Free Schools Act.

School Climate and Student Discipline System

In accordance with the mission and goals of Acumen Academy Charter School, the school will maintain a nurturing environment with clear expectations. In addition, the established school

culture will emphasize prevention over punishment through implementation of a Positive Behavior Intervention and Supports (PBIS) program as an alternative to suspension and well as character education.

Positive Behavior Intervention and Support is an evidence-based practice that has proven effective at reducing behavioral challenges for learners, including learners with disabilities. The program focuses on creating a positive school culture that fosters relationship building and respect for all members of the school community. The Executive Director, School Director, Facilitators and all school staff will receive professional development on this behavior intervention model. PBIS utilizes a three-tier system to determine how to deal with behavior challenges.

- Tier one- Prevention strategies which are typically addressed in the classroom. This includes creating dynamic lesson plans that engage all learners and limit opportunities for learners to become distracted.
- Tier two- Offenses are habitual, such as ditching class or disrespecting, and may initiate the SST process.
- Tier three- Offenses are those that, due to Education Code requirements, must automatically lead to suspension or expulsion.

Learners exhibiting at-risk behavior are flagged early for intervention through Student Success Team (SST) meetings. At these meetings, all stakeholders are invited to participate and develop a behavior intervention plan that learners and staff are expected to follow. Parents are involved as a partner in the process rather than waiting until behavior becomes too overwhelming to address. SST meets monthly to track the student's progress and more frequently if necessary.

Charter Education

Character education provides learners the necessary skills to be effective communicators, presenters and participants in teamwork as required by the Common Core State Standards. It addition, it focuses on developing positive traits. Charter Education curriculum reinforces the following character traits:

- Empathy
- Respect
- Responsibility
- Citizenship
- Self-Regulation
- Integrity
- Perseverance

These traits are reviewed in the classroom and during assemblies.

Professional Development

Acumen Academy Charter School will provide staff professional development opportunities on building a positive school culture. Training will occur prior to the start of the school year as well as periodically throughout the year. Topics will include:

- PBIS
- Character Education
- How to identify behavior issues
- Ways of identifying learners who are dealing with situations out-side of school
- Identifying trends in student behavior
- Classroom Management strategies
- Positive Praise
- Developing a successful behavior intervention plan

Alternatives to Suspension

ACUMEN ACADEMY believes that suspension is to be used as a last resort and that the student's best interests are served if the student can remain at school in a learning environment. Alternatives to suspension that the school will employ are listed as follows:

- Restorative Justice
- Culturally Responsive Teaching
- Parent conferences
- Reflective Journaling and Letter Writing
- Behavior Contracts
- Informal Counseling
- Individualized Behavior Support Plans

Suspension and Expulsion Policy

In order to maintain a positive learning community, Acumen Academy Charter School has developed a comprehensive set of student discipline policies approved by the Board of Directors and consistent with California Education Code 48900 and LAUSD's Discipline Foundation Policy. Parents, learners, and staff will periodically review student discipline policies and their implementation at the Acumen Academy. Recommendations will be made to the Board of Directors for review. Acumen Academy administration shall ensure that learners and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedure are available on request at the Acumen Academy's main office. Additionally, learner discipline policies and procedures will be included in the Learner and Family Handbook, which will be distributed annually to parents and guardians. Parents will be asked to verify that they have reviewed and understand the policies prior to enrollment.

This Pupil Suspension and Expulsion Policy is established to promote learning and protect the safety and well-being of all learners at the Acumen Academy Charter School. When the Policy is violated, it may be necessary to suspend or expel a learner from regular classroom instruction. This policy shall serve as the School's policy and procedures for learner 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. Acumen Academy staff shall enforce disciplinary rules and procedures fairly and consistently among all learners.

Corporal punishment shall not be used as a disciplinary measure against any learner. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a learner. 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, learners, staff or other persons or to prevent damage to school property.

Grounds for Suspension and Expulsion of Learners

A learner 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.

Enumerated Offenses

1. Discretionary Suspension Offenses. Learners 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 of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.
 - g. Stole or attempted to steal school property or private property.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping 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, Facilitators, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is 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 learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learner from being a witness and/or retaliating against that learner 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 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 include athletic events and school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a learner or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading

learner rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - 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 subdivisions (a) and/or (b).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the learner had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - y. Any other serious violation of the school's policies on learner conduct.
2. Non- Discretionary Suspension Offenses: Learners 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 learners had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b. Brandishing a knife at another person
 - c. Unlawfully selling a controlled substance as defined by Health and Safety Code 11053, et seq
 - d. Committing or attempting to commit a sexual assault or committing a sexual battery
3. Discretionary Expellable Offenses: Learners may be expelled 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 of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property.

- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vaping 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. (Deleted per Request)
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm. As used in this section, "imitation firearm" means 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 learner who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that learner from being a witness and/or retaliating against that learner 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 include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u. Intentionally harassed, threatened or intimidated a learner or group of learners to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading learner rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - 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).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the learner had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Learners 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 learners had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a learner has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the learner shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the learner and his or her parent and, whenever practical, the Facilitator, supervisor or Acumen Academy employee who referred the learner.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of learners or Acumen Academy personnel. If a learner is suspended without this conference, both the parent/guardian and learner shall be notified of the learner’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Acumen Academy 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 learner 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 learner. In addition, the notice may also state the date and time when the learner may return to school. If Acumen Academy 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. Access to Education During Suspensions

All reasonable arrangements will be made to provide the learner with classroom material and current assignments to be completed at home during the length of the suspension.

4. 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 Executive Director 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. This determination will be made by the Executive Director 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.

In-School Suspension

Learners serving in-school suspension will be required to complete all classroom assignments, quizzes, tests and homework given during the duration of the in-school suspension with the same due dates as all other learners in the same classes. Classwork will be obtained by School Director or designee from Facilitators the morning of the in-school suspension and given to the learner who will complete the work. The learner will at all times be supervised by certificated personnel in an area that is conducive to study and reflection such as the office.

The maximum number of days that a student can receive an in-school suspension is two days per incident and ten total days during one academic year.

In-School Suspension

ACUMEN ACADEMY believes that attendance at school and participation in the class is of utmost importance. However, in-school suspensions may be required when a student fails to respond to strategies listed above under the section *Alternatives to Suspension*.

A student who is the recipient of an in-school suspension will receive classwork from their facilitator. The facilitator will go over the required classwork at the beginning of the day and will provide follow-up and feedback on the work at the end of the day. The student may also be required at this time to complete a reflective journaling exercise and/or write letters of apology to the offended party. This time may also be used to facilitate interaction with a professional counselor to help the student understand the context and consequences of his/her behavior. The student will at all times be supervised by certificated personnel in an area that is conducive to study and reflection.

The maximum number of days that a student can receive an in-school suspension is two days per incident and ten total days during one academic year.

Out-of-School Suspension

Learners serving out of school suspension will be required to complete all classroom assignments, quizzes, tests and homework given for all classes missed during the duration of the suspension with the due date being no later than 24 hours after return from out of school

suspension. Classwork will be obtained by Executive Director or designee from Facilitators the afternoon of the out-of-school suspension and placed in the front office to be available for pick up by a parent or guardian.

For any general education student, the length of any single student suspension may not exceed 5 consecutive school days. The combined length of all suspensions may not exceed a period of 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30.

For any student with an IEP, the length of any single student suspension may not exceed 5 consecutive days. The combined length of all suspensions may not exceed a period 10 days in any school year unless the learners is transferred to another school or program for adjustments purposes, in which case the number of days of suspension may be increased by 10 making the total number of suspension days from school in any school year 20.

Expulsion Procedure

Authority to Expel

A learner may be expelled either by the Acumen Academy Board following a hearing before and the recommendation of an Administrative Panel to be assigned by the Board as needed. As practicable, the Administrative Panel should consist of at least three members who are certificated and neither a Facilitator of the pupil or an AACS Board member. The Administrative Panel may recommend expulsion of any learner found to have committed an expellable offense.

Recommendations for Expulsion

Student will be recommended for expulsion if the school Director finds that in addition to the expellable offense, the following findings may also be substantiated:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
3. Due to the nature of the violation, state law stipulates mandatory expulsion

Expulsion Hearing

Learners recommended for expulsion are entitled to a hearing to determine whether the learner should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director 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 confidential setting (complying with all pupil confidentiality rules under FERPA). It is the parent/guardians choice on whether they want to attend the hearing.

Written notice of the hearing shall be forwarded to the learner and the learner'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 Acumen Academy's disciplinary rules which relate to the alleged violation;
4. Notification of the learner's or parent/guardian's obligation to provide information about the learner's status at the Acumen Academy to any other school district or school to which the learner seeks enrollment;
5. The opportunity for the learner or the learner'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 learner's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Acumen Academy 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 Acumen Academy or the Administrative Panel. 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 (5) days-notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Acumen Academy 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 person or panel conducting the 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 person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person 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 Acumen Academy must present evidence that the witness' presence is both desired by the witness and will be helpful to the Acumen Academy. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
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. If charges involve sexual assault or battery, the complaining witness shall have the right to have his/her testimony heard in a closed session with the panel if testifying at hearing will result in serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm.
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.

Record of Hearing

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

Presentation of Evidence

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Acumen Academy Charter School Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board shall be made at or before its next regularly scheduled meeting after the conclusion of the hearing. The decision of the AACS Board is final.

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

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.

Written Notice to Expel

The School Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the learner or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the learner; and Notice of the learner's or parent/guardian's obligation to inform any new district in which the learner seeks to enroll of the learner's status with the Acumen Academy.

The Executive Director 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 learner's name b) The specific expellable offense committed by the learner.

Disciplinary Records

The Acumen Academy shall maintain records of all learner suspensions and expulsions at the Acumen Academy. Such records shall be made available to the authorizer upon request.

Expelled Pupils/Alternative Education

The Acumen Academy 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, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.

Expelled learners shall have the right of return after one calendar year of expulsion or upon the date given in the rehabilitation plan, whichever is sooner, providing space is available. If space is not available at Acumen Academy, student will be placed on wait list. Readmission is made pending review of progress made on rehabilitation plan. If the goals have not been met as established in the rehabilitation plan, the Board will produce a description of the following:

- Progress made during the expulsion period
- Areas of continued student need
- Academic and social/emotional supports school will continue to offer after readmission
- Persons/entities responsible for providing supports
- Progress monitoring plan during the course of enrollment

Special Procedures for the Consideration of Suspension and Expulsion of Learners with Disabilities

Learners of Disabilities

A learner identified as an individual with disabilities or for whom the Acumen Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education learners except when federal and state law mandates additional or different procedures.

Notification of SELPA

Acumen Academy Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any learner with a disability or

learner who the Acumen Academy or SELPA would be deemed to have knowledge that the learner had a disability

1. Services during Suspension

Learners suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the learner to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

2. 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 learner conduct (any cumulative suspensions within one year adding up to 10 days), the Acumen Academy, the parent, and relevant members of the IEP Team shall review all relevant information in the learner's file, including the child's IEP, any Facilitator 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.

If the Acumen Academy, the parent, and relevant members of the IEP 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 Acumen Academy, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Acumen Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.

2. If the Acumen Academy, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the learner's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Acumen Academy 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 learners without disabilities.
3. The school's policies will provide all learners with an opportunity for due process and will be developed to conform to applicable federal law regarding learners with exceptional needs. A learner identified as an individual with disabilities or for whom the Acumen Academy has a basis of knowledge of a suspected disability pursuant to the American with Disabilities Act (ADA) of 1990, Individuals with Disabilities in Education Act (IDEA), or who is qualified for services under section 504 or the Rehabilitation Act of 1973 is subject to the same grounds of suspension and expulsion and is accorded the same due process procedures applicable to regular education learners except to the extent where federal and state law mandates additional or different procedures.

Element K/11: Staff Retirement System

“The manner by which staff members of the Acumen Academics will be covered by the State Facilitators’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

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

If Acumen Academy participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Acumen Academy, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Acumen Academy shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Acumen Academy participates in CalSTRS and/or CalPERS, Acumen Academy shall continue such participation for the duration of Acumen Academy’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

All certificated employees, such as Facilitators who hold a valid teaching credential, will participate in STRS. Employees will contribute the required percentage, and Acumen Academy Charter will contribute the employer’s portion required by STRS. All withholdings from employees and Acumen Academy Charter will be forwarded to the STRS Fund as required. Acumen Academy Charter will submit all retirement data through the Los Angeles Unified School District and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS.

Classified Staff Members

All full-time classified employees, such as office staff, who are eligible, will be eligible to participate in PERS. The Executive Director shall be responsible for ensuring that appropriate arrangements for coverage are made.

Other Retirement Plans

Acumen Academy Charter School’s Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element L/12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend Acumen Academics.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Acumen Academy do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Acumen Academy, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Acumen Academy may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another Acumen Academy in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and guardians of each learner enrolled in Acumen Academy will be informed on admissions forms that learners have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Acumen Academy Charter School, except to the extent that such a right is extended by the local education agency. Acumen Academy Charter School will inform parents/learners of their right to choose to attend other public schools in their district of residence or pursue inter-district transfers using the following notification methods:

- Through the enrollment packet
- Verbally during outreach and enrollment meetings
- Through postings on the school website

Element M/13: Rights of District Employees

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

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

Employee Rights to Leave

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

Employment with Acumen Academy Charter School

The AACS Board of Directors retains all rights to hire and terminate employees, to establish and adjust Facilitator and staff salary, and/or to award stipends as recommended by the AACS administration.

All applicants for positions with AACS will be considered through an open process, and if hired, will enter into an employment agreement with the School. All persons employed by the School shall not be deemed to be employees of Los Angeles Unified School District for any purpose whatsoever. Acumen Academy’s employees shall have no employment rights of any kind with the District.

AACS shall not have any authority to confer any rights to return on District employees.

Collective Bargaining

As stated in California Acumen Academy law, all employees shall be entitled to organize into collective bargaining units.

Element N/14: Dispute Resolution Process

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Acumen Academy arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Acumen Academy shall be addressed respectively as follows:

Director
Charter School Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

School Director
Rich C. Burris
14001 Lemoli Avenue
Hawthorne, CA 90250

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Acumen Academy shall be addressed respectively as follows:

Director
Charter School Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

School Director
Rich C. Burris
14001 Lemoli Avenue
Hawthorne, CA 90250

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Intent

The intent of this dispute resolution process is to:

1. resolve disputes within the school in accordance with the school's policies;
2. minimize the oversight burden on the District;
3. ensure a fair and timely resolution to disputes; and
4. frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Address for Written Notifications

Acumen Academy specific address for written notifications to the school pursuant to the procedures set forth in the District Required Language for this element:

Acumen Academy Charter School
School Director
Rich C. Burris
14001 Lemoli Avenue
Hawthorne, CA 90250

Element 0/15: Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Acumen Academy Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Acumen Academy if the District finds, through a showing of substantial evidence, that Acumen Academy did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Acumen Academy, by the governing board of Acumen Academy must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Acumen Academy has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed,

or the Acumen Academy voluntarily closes at any stage of the administrative appeal process;; the governing board of Acumen Academy votes to close Acumen Academy; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for Acumen Academy closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Acumen Academy Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Acumen Academy” apply to Acumen Academy, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Acumen Academy shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Acumen Academy, Acumen Academy shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all learners, and all majority age and emancipated minor learners, currently enrolled in Acumen Academy within 72 hours of the Closure Action. Acumen Academy shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Acumen Academy shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Acumen Academy shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Acumen Academy participates. Acumen Academy shall send written notification of the Closure Action to the SELPA in which Acumen Academy participates by registered mail within 72 hours of the Closure

Action. Acumen Academy shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Acumen Academy's employees participate. Within fourteen (14) calendar days of the Closure Action, Acumen Academy shall notify, as applicable, the State Facilitators Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Acumen Academy shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Acumen Academy shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Acumen Academy shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former learners of Acumen Academy. Acumen Academy shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning learners and their home schools based on student residence. Acumen Academy shall provide a copy of these notifications, if any, to the CSD.
8. All Acumen Academy employees and vendors within 72 hours of the Closure Action. Acumen Academy shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Acumen Academy
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The learners' school districts of residence
4. How parents/guardians of all learners, and all majority age and emancipated minor learners, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school learners affected by the closure

Notification of employees and vendors shall include:

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

Within 30 calendar days of the effective date of closure, Acumen Academy shall provide all employees with written verification of employment. Acumen Academy shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

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

1. Acumen Academy shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all learners, both active and inactive, of Acumen Academy. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Acumen Academy's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for learners moving from one school to another.

3. Acumen Academy shall prepare and provide an electronic master list of all learners to the Charter School Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Acumen Academy closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Acumen Academy must organize the original cumulative files for delivery to the District in two categories: active learners and inactive learners. Acumen Academy will coordinate with the CSD for the delivery and/or pickup of student records.
5. Acumen Academy must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Acumen Academy must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Acumen Academy must provide to the CSD the name, title, and contact information of the person designated to maintain all Acumen Academy personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Acumen Academy must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Acumen Academy and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Acumen Academy's employee records to the designee.
8. Acumen Academy shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Acumen Academy shall provide to the responsible person(s) designated by the governing board of Acumen Academy to conduct all closure-related activities a list of learners in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Acumen Academy and the authorizing entity of any liabilities Acumen Academy owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of

the Acumen Academy if it has reason to believe that the school received state funding for which it was not eligible.

Acumen Academy shall ensure completion of an independent final audit within six months after the closure of Acumen Academy that includes:

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

This audit may serve as Acumen Academy's annual audit if it meets all of the requirements of the annual audit.

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

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

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Acumen Academy with the data of the

authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Acumen Academy. Acumen Academy closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Acumen Academy's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Acumen Academy have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Acumen Academy's authorization to operate as a Acumen Academy or cause Acumen Academy to cease operation. Acumen Academy agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Acumen Academy breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Element P: Additional Provisions

FACILITIES

Acumen Academy shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Acumen Academy is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Acumen Academy shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Acumen Academy will occupy and use any District facilities, Acumen Academy shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Acumen Academy shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Acumen Academy and the District.

The circumstances of Acumen Academy's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-Location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminus with the approved Charter, as permitted by law. Acumen Academy and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Acumen Academy and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Acumen Academy and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Acumen Academy shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Acumen Academy and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Acumen Academy shall vacate the District facilities on or before June 30th of said school year.

Acumen Academy acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Acumen Academy shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Acumen Academy from conducting its educational programs. If Acumen Academy will share the use of District facilities with other District user groups, Acumen Academy agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Acumen Academy will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school learners consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the Acumen Academy at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Acumen Academy.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Acumen Academy for use. Acumen Academy, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Acumen Academy shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that learners are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Acumen Academy), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Acumen Academy shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Acumen Academy shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Acumen Academy's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Acumen Academy to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Acumen Academy.
 - (i) Co-Location: If Acumen Academy is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Acumen Academy shall pay the Pro Rata Share. The

parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Acumen Academy is a sole occupant of District facilities, the District shall allow Acumen Academy, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Acumen Academy shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Acumen Academy shall satisfy requirements to participate in LAUSD's property insurance or, if Acumen Academy is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Acumen Academy shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Acumen Academy is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Acumen Academy shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Acumen Academy to use and occupy the site as a Acumen Academy. Acumen Academy shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Acumen Academy may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Acumen Academy intends to move or expand to another facility during the term of this Charter, Acumen Academy shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Acumen Academy shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Acumen Academy shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Acumen Academy is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to

the facility. Acumen Academy shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Acumen Academy cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Acumen Academy shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Acumen Academy shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Acumen Academy by the District under any of the District's self-insured programs or commercial insurance policies. Acumen Academy shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Acumen Academy from claims which may arise from its operations. Each Acumen Academy location shall meet the below insurance requirements individually.

It shall be Acumen Academy's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Acumen Academy's insurance shall be primary despite any conflicting provisions in Acumen Academy's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Acumen Academy from claims that may arise from its

operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Acumen Academy does not operate a student transportation service. If Acumen Academy provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Acumen Academy to cover all Acumen Academy employees who handle, process or otherwise have responsibility for Acumen Academy funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Acumen Academy's insurance shall be primary despite any conflicting provisions in Acumen Academy's policy.*

Evidence of Insurance

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

"Acumen Academy shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Acumen Academy does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Acumen Academy further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Acumen Academy and/or its officers, directors, employees or volunteers. Moreover, Acumen Academy agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Acumen Academy's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Acumen Academy not to exceed 1% of Acumen Academy's revenue, or the District may charge for the actual costs of oversight of Acumen Academy not to exceed 3% if Acumen Academy is able to obtain substantially rent free

facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under Acumen Academy facilities use agreements.

Cash Reserves

Acumen Academy acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Acumen Academy shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Acumen Academy, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Acumen Academy owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Acumen Academy, Acumen Academy authorizes the District to deduct any and all of the in lieu property taxes that Acumen Academy otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Acumen Academy further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Acumen Academy. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Acumen Academy agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Acumen Academy shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Acumen Academy shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Acumen Academy's annual audit as a stand-alone item.

Audit and Inspection of Records

Acumen Academy agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Acumen Academy books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Acumen Academy's financial information,
- Acumen Academy's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Acumen Academy's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Acumen Academy shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Learners Over 19 Years of Age

Acumen Academy acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating Acumen Academy apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Acumen Academy shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

Supplemental Information

INSURANCE

AACS 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 Acumen Academy's insurer. The District Board of Education shall be named as an additional insured on all policies of the Acumen Academy. Prior to opening, the Acumen Academy will provide evidence of the above insurance coverage to the District.

BUDGET AND FINANCIAL REPORTING

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

- California Education Code Section 47605(g)

While AACS will apply for the Public Acumen Academy Grant Program (PCSGP) grant and for a facility through Proposition 39, a conservative financial scenario has been provided which includes the following documents:

- A projected multi-year budget, including startup costs and cash-flow for the most conservative financial scenario, which assumes that AACS rents a facility and does not receive the PCSGP grant;
- A narrative for this scenario; and
- An Excel workbook of LCFF calculations.

These documents are based upon the best data available to the petitioners at the time.

AACS shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

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

ADMINISTRATIVE SERVICES

The manner in which administrative services of the school are to be provided.

- California Education Code Section 47605(g)

AACS intends to contract with ICON School Management or another similar service provider, to meet the Acumen Academy's administrative needs. ICON School Management is a company that provides Acumen Academy with the expertise they require in charter related services from charter development, business services, school software solutions, school operations, best practices, strategic planning and school performance and educational support. It is the most comprehensive Acumen Academy services provider and supports schools throughout the state of California.

FACILITIES

The facilities to be utilized by the school. The description of the facilities to be used by the Acumen Academy shall specify where the school intends to locate.

- California Education Code Section 47605(g)

AACS reserves the right to request facilities from the District through Proposition 39. If the Acumen Academy is not able to secure facilities from the District through Proposition 39, it will secure appropriate private facilities within the boundaries of the Los Angeles Unified School

District and plans to be physically located in the attendance area of a public elementary school in which at least 70 percent of the student enrollment is eligible for Free and Reduced Lunch so that the Acumen Academy can qualify for SB740 Facility Grant funds.

TRANSPORTATION

AACS will not provide transportation to and from school, except as required by law for learners with disabilities in accordance with a student's Individual Education Plan (IEP)

MEALS

In accordance with the Federal Lunch Act and State Assembly Bill 1594, AACS will provide "each needy pupil one nutritionally adequate free or reduced-price meal during each school day." AACS will prepare and serve meals on site through a vendor catering company such as Royal Dining.

POTENTIAL CIVIL LIVABILITY EFFECTS

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a Acumen Academy operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the Acumen Academy or for claims arising from the performance of acts, errors or omissions by the Acumen Academy if the authority has complied with all oversight responsibilities required by law. The Acumen Academy 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 the Acumen Academy.

Further, AACS and the District shall enter into a memorandum of understanding, wherein the Acumen Academy shall indemnify the District for the actions of the Acumen Academy under this charter.

The corporate bylaws of the Acumen Academy shall provide for indemnification of the Acumen Academy's Board, officers, agents, and employees, and the Acumen Academy will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Acumen Academy'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 Acumen Academy.

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

Conclusion

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for facilitators; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Acumen Academy.

The Acumen founding team is eager to work in partnership with the Los Angeles Unified School District to establish a site-based Acumen Academy option for Los Angeles families. To this end, the Acumen team pledges to work cooperatively with LAUSD to clarify any information in this petition and operate a high-quality Acumen Academy for the five-year term July 1, 2019 through June 30, 2024.