



College for Certain

Aspire Technology Charter Academy

CHARTER PETITION for the term July 1, 2014 through June 30, 2019

**LEGISLATIVE FILE**

File #: 13-2913  
Introduced: 12/11/13  
Enacted: \_\_\_\_\_  
Effective Date: \_\_\_\_\_  
C#: \_\_\_\_\_

CERTIFICATION STATEMENT

Proposed Charter School Name: Aspire Technology Charter Academy

Proposed School Location (City): Oakland, CA

I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person  Date 12/11/13

Print/Type Name: Tatiana Epanchin-Troyan

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## Aspire Technology Charter Academy: Assurances

As the authorized representative of Aspire Public Schools, I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for the Aspire Technology Charter Academy ("School") to be located at 3200 62<sup>nd</sup> Ave, Oakland, CA 94605-1614 is true to the best of my knowledge and belief. The School will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

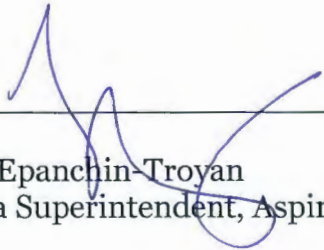
1. The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. The School shall be non-secular in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The School shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]
5. The School shall admit all students who wish to attend the School, and who submit a timely application; unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. The School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

7. The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The School shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
10. The School shall at all times maintain all necessary and appropriate insurance coverage.
11. The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
14. The School shall on a regular basis consult with its parents and teachers regarding the School's education programs. [Ref. California Education Code Section 47605(c)]
15. The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
16. The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
17. The School shall comply with all applicable portions of the Elementary and Secondary Education Act.
18. The School shall comply with the Public Records Act.

19. The School shall comply with the Family Educational Rights and Privacy Act.
20. The School shall comply with the Ralph M. Brown Act.
21. The School shall comply with the Political Reform Act.
22. The School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
23. The School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.
24. The School will offer at least the minimum amount of instructional time at each grade level as required by law.
25. The School will obtain and keep current all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
26. The School will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.
27. The School will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.
28. The School will operate in compliance with generally accepted government accounting principles.
29. The School will maintain separate accountings of all funds received and disbursed by the school.
30. The School will participate in the California State Teachers' Retirement System as applicable.
31. The School shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the School.
32. The School will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Directors prior to their service.
33. The School will, in the event the Board of Directors intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.
34. The School will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the School, including, but not limited

to, the facilities to be used by the School, including where the School intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the School and authorizing board.

35. The School will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the School, including special education; and cash-flow and financial projections for the first three years of operation.
36. The School will provide to the Office of Charter Schools a school code of conduct, Board of Directors bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the School, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the School.



12/11/13

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Tatiana Epanchin-Troyan  
Bay Area Superintendent, Aspire Public Schools

December 11, 2013

## INTRODUCTION

Aspire Public Schools (“Aspire”) hereby respectfully submits this new charter petition on behalf of Aspire Technology Charter Academy (“the School”). This school represents an updated and cutting edge vision for what Aspire schools could be in the future.

Aspire was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire currently operates charter schools at 37 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire’s mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

- Increase the academic performance of underserved students,
- Develop effective educators,
- Share successful practices with forward-thinking educators, and
- Catalyze change in public schools.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District (“the District”) to approve this initial charter for the School for a five-year period, from July 1, 2014 to June 30, 2019.

The Charter Schools Act of 1992 states that:

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

*(a) Improve pupil learning.*

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

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

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

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



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

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

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

Aspire Public Schools, California's top-performing large high-poverty school system, proposes an innovative way to teach students logic, precision of thought, and problem-solving skills with engaging, interdisciplinary real-world applications that realize the potential of the Common Core State Standards (CCSS). Aspire will implement a whole-school reimagining of our instructional program, combining technology-driven individualized learning with a focus on computer science. This school will use technology-enabled strategies for teaching and learning concepts and content that are difficult to teach using traditional approaches. By leveraging the power of technology to individualize learning and building a foundation of logic and reasoning through computer programming, or coding, we will provide students with a new and critically valuable literacy for that is seldom taught, much less systematically taught in K-5. Coding is the process of designing, writing, testing, debugging, and maintaining the source code of computer programs, written in one or more programming languages, that creates a set of instructions that computers use to perform specific operations or to exhibit desired behaviors. By teaching students coding, we're not only giving them practical skills for working with a host of technology, we're also giving them a language through which they can understand conventions, grammar, logic, precision, and a host of other rules the make up technological literacy.

Aspire changes the odds for low-income students and students of color in communities facing the challenges of poverty and low educational attainment. We educate over 13,000 students in 37 schools across California and Tennessee, and make a promise to every Aspire student: College for Certain. In the past four years, 100 percent of our seniors graduated with admission to a four-year college or university. This remarkable achievement reflects Aspire's unwavering focus on innovative solutions that are grounded in research-based best practices, and the highest expectations for our students, teachers, families and schools.

With this school, Aspire will prepare Oakland students with new ways of using technology to learn logical reasoning, algorithmic thinking, and structured problem solving, while developing 21<sup>st</sup> century technology skills. Aspire will combine best practices in blended learning, which combines teacher-led small group instruction with digital learning, interdisciplinary units and computer science instruction to leverage technology for learning. Students will not only follow individualized learning paths on computers as part of their core instruction, but will also learn how computers actually process information. Students will progress from kindergarten through fifth grade with an increasingly challenging coding curriculum.

Aspire has piloted blended learning in four of its current schools with great success to date and we believe that blended learning holds even more potential for us as we open blended learning schools in Memphis. To best reach low-achieving students, we need classroom structures that enable small group and one-on-one instruction. As we've seen in our current schools, blended learning empowers teachers to deliver the individualized instruction that underserved students need to catch up, and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them where they are with the lessons they most need that day. Because we've piloted blended learning in our some of our current classrooms, we have already addressed many of the implementation challenges we might face in rolling it out. We've identified effective software that is Common Core aligned and gives us data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to this new model. We've codified best practices around using technology for differentiation in classrooms, and have successfully helped teachers transition to a model that truly individualizes learning for students.

## **PETITION ELEMENTS**

### **Element A: Educational Program**

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

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

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

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

### **THE SCHOOL’S MISSION**

The School’s mission is to prepare students to excel in college and life by giving them the intellectual, social-emotional and technical skills and habits of mind required to succeed in the 21<sup>st</sup> Century.

By equipping our students with the ability to code, we help their systematic problem-solving, while developing the technology skills needed to navigate increasingly complex technology-driven solutions in education and the workplace, and fostering such social skills as grit, tenacity and persistence in the face of new challenges. This is what it means to be an ‘educated person’ in the 21<sup>st</sup> century.

### **POPULATION TO BE SERVED BY THE SCHOOL**

The School seeks to capture the imagination, creativity and curiosity of our youngest learners, Transitional Kindergarten through 5<sup>th</sup> grade. The demands and expectations are higher than they have ever been in college, as well as in careers that provide a family-sustaining income. The text complexity that our readers must master at an early age in order to be prepared for college is a challenge to be tackled as early as possible, as students become early readers and beyond. Students will not be able to master the Common Core State Standards without a strong, elementary base in all content areas, especially in reading and math.

We also seek to provide our students the preparation to excel in computer science, the highest paying college degree, which is a field with unfilled employment opportunities across the nation. Currently, only 15% of the high school students who take the Computer Science Advanced Placement Exam are women and only 8% of the students are African American or Hispanic. These groups of students are missing out on opportunities that others have been given, and are even less likely to pursue Computer Science coursework in college. By serving students who match the demographics of the District below and sharing our learning with others, we believe we can reverse this trend and create a pipeline for underrepresented students in Computer Science coursework and related fields.

Oakland Unified School District Demographics

<b>Demographic</b>	<b>Percentage of Population</b>
African American	29.1%
American Indian	.3%
Asian	13.6%
Filipino	.8%
Hispanic	41.9%
Pacific Islander	1.1%
White	9.2%
<i>English Learner</i>	<i>30.3%</i>

***How Learning Best Occurs***

An ideal learning environment includes *rigorous caring* and *caring rigor*. It is a place where students feel supported and safe enough to take on the complex and challenging work similar to what they will face on their own in college.

***School Culture***

The School will be a place where students feel the rigorous caring of every adult on campus from the office manager to the principal. Students will know they have a team of advocates who will hold them to high expectations, but support them when they fall short. They will be there as they try again.

We'll use technology to empower students, and also recognize that some students are digital natives whose skills may quickly surpass those of some adults in the building. We want a culture that embraces this type of engagement and harnesses students' natural curiosity about technology to create a dynamic environment in the School.

***"Make Sense of Problems and Persevere in Solving Them"***

- CCSS Mathematics Practice Standards

The CCSS identify changes in how students will need to approach understanding mathematics and problem solving. We believe the resiliency referenced in this math

practice standard applies to all aspects of schooling. Our students need to be resilient and tenacious about learning, whether they're attacking a challenging math problem, reading a complicated text or solving a coding problem. Using the seven "C's" of resiliency identified by Dr. Ginsburg at the University of Pennsylvania School of Medicine, the School will focus on building and celebrating resilient learners through a comprehensive system of events, rituals and structures.

**Competence:** The feeling of knowing that you can handle a situation effectively and build on one's experiences.

- Identifying individual strengths in their Personalized Learning Plans
- Allowing children to make decisions about choices in their books and projects
- Creating challenging problems that students work together to solve

**Confidence:** Believing in your own ability to tackle new challenges, and recover when facing difficult situations.

- Providing students with data aligned with their goals
- Honoring students' accomplishments both behavioral and academic at Town Hall
- Privately acknowledging students in the classroom when students have performed well

**Connection:** Building close ties to others to create a solid sense of security and independent thought.

- Creating small schools and classes to allow connections with students and adults
- Using the Responsive Classroom<sup>1</sup> program which teaches C.A.R.E.S. (Cooperation, Assertiveness, Responsibility, Empathy, Self-Control) so students have words to explain their feelings
- Providing conflict resolution training to help students solve conflicts

**Character:** Building an understanding of right and wrong and instilling the capacity to follow a moral compass.

- Holding Morning Meetings to create a climate of trust
- Providing explicit instruction about behavior through C.A.R.E.S.
- Using restorative justice techniques to provide avenues for problem solving and community re-entry

**Contribution:** Helping you realize that the world is a better place because you participate positively in it and affect others, which in turn feels good.

- Teaching about the needs of others in the community.
- Giving each student opportunities to contribute to the school community
- Creating small class sizes so students can build significant relationships with at least one adult

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<sup>1</sup> Responsive Classroom Efficacy Study: developed by the Northeast Foundation for Children, the Responsive Classroom approach consists of practical strategies for helping children build academic, social, and emotional competencies.

**Coping:** Managing one's stress by learning methods to both engage and disengage at times, instead of reacting off the cuff.

- Utilizing a full-time counselor to support students with coping
- Building relationships and strong communication with families through Saturday School and Student Led Conferences
- Providing explicit instruction on managing stress through exercise and nutrition

**Control:** Realizing that you can control the outcomes of your decisions and by demonstrating responsibility, you increase your own sense of agency.

- Having students complete reflection forms when they make poor decisions
- Offering a full-time counselor for students
- Conducting Morning Meetings to discuss challenges for the classrooms

### ***Social-Emotional and Behavioral RTI***

Aspire Public Schools believes strongly that public education must be committed to addressing the holistic well-being of students. Some of our school's most at-risk students are those who experience challenges in multiple domains. It is our intention to provide the opportunity for students to have access to coordinated and integrated care.

Many of our most at-risk students are those for whom mental health and/or environmental circumstances create barriers to their academic success. Students living in disadvantaged neighborhoods are often disproportionately impacted by trauma and chronic stress, experiencing repeated exposure to gang activity, crime, and community and interpersonal violence. Youth who experience trauma are often unable to process information, distinguish between threatening and non-threatening situations, form trusting relationships, and modulate their emotions, all of which can have a negative impact on their academic achievement and may increase their referral rates to special education services. This is the case in Oakland, where students are classified with Emotional Behavioral Disabilities (EBD) at over 1.5 times the statewide rate of .42%. These numbers highlight the fact that students from disadvantaged neighborhoods are referred more frequently to the highest level of intervention, and that trauma-informed care is a crucial component in preventing and addressing academic, behavioral, and emotional challenges.

Aspire Public Schools' multi-tiered, trauma-informed approach to supporting students' mental health and behavioral needs will ensure that these challenges are identified early and often. By proactively and consistently analyzing data that indicate students' level of engagement and success, including academic assessment data, attendance, and disciplinary data, the School community will make certain that each youth receives an appropriate level of intervention to meet their individual needs. In addition to the spectrum of academic interventions articulated above, the School will provide the following behavioral/social emotional supports to students:

- **Tier One, Behavioral/Social Emotional:** Aspire Public Schools is committed to creating a safe, active, and accessible learning environment for all students. This will include the clear articulation of school-wide behavioral expectations and the use of positive behavioral supports for all students. To support the healthy social emotional development of our student body, the School plans to utilize the Responsive Classroom along with other social emotional learning programs (such as Positive Action or Second Step) as well as an anti-bullying program (such as Olweus Bullying Prevention). In addition, the School will focus on building the trauma competency of all teachers in order to meet the needs of the School's most struggling students in an inclusive setting.
- **Tier Two, Behavioral/Social Emotional:** The School leader will work to develop thresholds for the initiation of tier two services, considering data including office discipline referrals, teacher referrals, and attendance. In addition, individual students will be identified for tier two supports through Grade Level Team (GLT) meetings. For students who are experiencing behavioral challenges, the GLT may work to create an individualized Behavior Map and/or Behavior Contract. Behavioral goals will be developed and assessed over time to determine if students are ready to return to tier one levels of support, or if they may be candidates for tier three services. For students who are experiencing social emotional challenges, the GLT may refer them to participate in group counseling, such as Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Aggression Replacement Therapy (ART), targeting the specific risk-factors revealed through assessment data. Each student's progress will be assessed at the end of the intervention cycle to determine readiness to return to tier one levels of support, or whether students may be in need of intensive, tier three services.
- **Tier Three, Behavioral/Social Emotional:** These services include Functional Behavioral Analysis (FBA) and the development of a Behavior Intervention Plan (BIP), and mental health case management, including referrals for and initiation of individual and/or family therapy. FBAs identify antecedents to problem behaviors, the purpose or function of the problem behavior, possible replacement behaviors that could be taught to the student and strategies for ensuring that desirable behaviors are reinforced and problem behaviors are not. The process culminates in the development of a BIP that is carried out and closely monitored by the team. It is our aim to have a Spanish-speaking, on-site mental health provider who will be able to work with individual students and families in need of mental health support, while other students may be referred to quality mental health providers within the community.

### ***College for Certain***

There are approximately 6 million students in California public schools according to the California Department of Finance. If past trends hold true in the future, only about 16% of all African-American and Latino students in California will leave high school prepared to enter the University of California ("UC") and the California State

University (“CSU”) systems (see “California Educational Opportunity Report,” 2011, by UCLA IDEA and UC/ACCORD).

This is particularly true in our urban communities. Reversing this trend must begin at an early age. Pre-school programs, robust elementary experiences and a sense of efficacy about college by the time the student is attending middle school are all essential. These supports are readily present in many California communities but absent in a significant number of urban neighborhoods. It is clear that there are two very distinct ways of looking at college as an option. In many communities across our state, the question asked is not “if” one goes to college, but “where.” Unfortunately, the odds are stacked against our most underserved communities across California, especially for families who live at or below the poverty line and families who have yet to benefit from the choices and economic benefits that accompany Californians who have earned their college degree.

The School will build a College for Certain culture, focusing on the college-going skills and habits students will need to demonstrate to successfully complete college. Each classroom will be named for a college or university with particular emphasis on schools known for computer science, to be chosen by the community or the teacher. Each grade will be named for their classroom and for the year that the students will graduate from college. For example, a 4<sup>th</sup> grader next year could be in the California Polytechnic class of 2023. College and universities will be discussed frequently. Famous thinkers’ colleges and universities will be showcased via newsletters to families and inside the classroom. When funding allows for it, students will go on field trips to local universities such as CAL, Stanford, or Mills College for visits and exposure.

### ***Learning Time***

The CCSS used international benchmarks to make sure our students can be competitive in the world. These standards significantly raise the mastery required for our students. Currently, countries such as Singapore, China, South Korea and Japan spend considerably more time in school than U.S. students.<sup>2</sup>

The School will have 15% more learning time than traditional public schools. Combined with the differentiation allowed by our blended learning approach, we believe this will make a significant difference in maximizing learning.<sup>3</sup>

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more interdisciplinary projects to build higher order thinking skills and master the CCSS. The School will have a 7.5 hour day for all grades. Transitional kindergarten days may be shorter.
- *Longer School Year:* The School will provide approximately 188 days of instruction, which is about 11 more days than traditional public schools. Some of

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<sup>2</sup> Extending the School Day: Extra time is being championed by reformers left and right: Ron Schachter

<sup>3</sup> Time for School?: Dave E. Marcotte and Benjamin Hansen



these additional days are on Saturday, when families can attend class with their children. A sample school academic calendar is attached in Appendix II.

- *Summer Technology Boot Camp:* In order to effectively prepare students for an immersive technological environment, we aim to offer students a summer technology boot camp in which students will learn the basics around computer usage and safety, keyboarding skills, foundational information about Google Apps for Education, and how to access their work from home.
- *Modified Traditional Calendar:* The School will use a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.
- *Learning Opportunities Outside of School:* Blended learning will allow students to continue to build and learn on computers outside the school day, during holidays and vacations.

## **K-5 INSTRUCTIONAL MODEL**

### ***Interdisciplinary Instruction***

The CCSS provide an incredible opportunity for the world of school to match the world outside it. Interdisciplinary instruction is a natural way to teach students that allows the delivery of content through multi-faceted instruction rather than by compartmentalized subjects.

In order for our students to have the broad background knowledge and vocabulary to be literate adults, they also need science, social science and art instruction. Interdisciplinary units allow this to happen efficiently and much more authentically. The School will initially use the Next Generation Science Standards as the core of their interdisciplinary units. The units will last 6 to 8 weeks and will end with a final project that allows students to apply their content knowledge. Initially, the School may purchase or use “off the shelf” units such as Core Knowledge, Education is Elementary, or other vendors as they become available. After gaining expertise, the School will personalize them to match the needs and interests of their students.

### ***Small Group Instruction in All Subjects***

We will shift regular whole-class instruction to almost entirely small group instruction so each student receives targeted instruction every day from the teacher and online. In our K-5 blended learning work at Aspire ERES Academy, we were able to increase the number of small groups each teacher could see in a day (in general, so that every student could be pulled in a small group for reading, word work *and* math, every day), which caused teachers to eliminate almost all whole-group instruction in favor of small group instruction. This approach greatly improved upon Aspire’s already highly successful traditional model, as teachers were able to do more of what they do best: targeted small group instruction based on student achievement data. Blended learning

has also greatly supported our shift to teaching the Common Core State Standards, both as a teacher support for new instructional methods in which teachers can work with smaller groups of students to individualize work with complex texts, and also as differentiated, Common Core Standards-aligned practice and feedback on math and English Language Arts problems. With blended learning as a support for teachers, we'll expect teachers to ensure that all students receive the benefit of differentiated instruction from them, based on achievement data.

By giving teachers the support of online learning stations, our pilot teachers were able to stop "teaching to the middle and remediating and accelerating only where there was space and time." With blended learning classroom rotations, all students move along a continuum without getting stuck, and teachers can flexibly group to meet students' needs on a daily basis. Once rotations become routine, teachers realize that the rotation model affords them new opportunities to further differentiate instruction, on the computers, in independent work time, in small groups, and even outside of class. Toward the end of the school year in our current blended learning classrooms, some teachers created individualized learning plans for students that allowed students to also rotate outside of class to the learning center, to music, and to other classrooms to work with other students and teachers. We plan to incorporate the individualized learning plan component into CODE Aspire's instructional program, as it has allowed us to more flexibly meet each student's academic needs.

### ***Differentiation***

In order to provide our students with a learning experience personalized to their needs, the School will utilize the power of adaptive technology. Students will be in a rotation on adaptive learning software for 25% of the instructional time in their classes. This is similar to the model Aspire has piloted to include personalized instruction plans for each student. Starting in kindergarten, students will be taught the National Educational Technology Standards, so that by middle school, they'll be fully prepared for much more independent online learning experiences and projects, and will experience an immersive coding culture throughout our K-5 program. Students will learn keyboarding starting in grade 3 to meet the Common Core expectations for student keyboarding so when they reach middle school, they'll be prepared for the increased keyboarding demands. We will insert this instruction as part of rotations where appropriate. The rotation schedule allows us to more flexibly provide instruction based on student need and proficiency level.

### ***English Language Arts***

By opening with the CCSS at the center of its instructional program, the School has an opportunity to start teaching English Language Arts with high expectations and provide the instructional program to get students to reach those expectations. Several key instructional strategies will be integral to this success.

**Close Reading:** Close Reading of text involves conducting a deep analysis of a short piece of text. Through text-based questions and discussions, students learn

vocabulary, multiple meanings, and the impact of the context, written form, tone, imagery and rhetorical devices. It allows students to read complex texts with support from a teacher while moving towards a greater acceptance of responsibility. The process of close reading is an integral tool for helping students master fiction and non-fiction complex texts required of the CCSS.<sup>4</sup>

**Phonics Instruction:** Given the increasing quality of text complexity students will be required to understand, phonics instruction is even more important. Students will encounter longer sentences and more multisyllabic words as they read increasingly difficult texts.<sup>5</sup> The foundation of phonics will be critical to students' success as they master the CCSS Foundational Standards. The School will use Open Court Phonics for its phonics instruction.

**Guided Reading:** Guided reading provides a small group instructional setting for students to master the complex texts through targeted lessons. It allows students to increase their background knowledge, vocabulary, fluency and reading stamina. It also allows a teacher to assess the mastery of the standards by listening to individual student reading and engagement with text.<sup>6</sup> Aspire's instructional leaders will work with teachers on an individualized basis to fine tune guided reading experiences and practices bi-weekly until a great majority of students are reading on grade level. The instructional leader will receive support in this work from Aspire's superintendent and instructional coaches. The School's instructional leader will lead professional development sessions on guided reading and literacy strategies and planning on a monthly basis at the minimum. These efforts will help to ensure that students are increasing their reading skills.

**Vocabulary Instruction:** One critical element of successful reading is having rich and appropriate vocabulary when engaging with the text. Since the CCSS require more difficult texts, our students will need to build the necessary background knowledge and vocabulary to comprehend it. Explicit vocabulary instruction will be connected to the content and not taught in isolation.

**Shared Inquiry:** Shared Inquiry is a distinctive method of learning in which participants search for answers to fundamental questions raised by a text, and use purposeful lenses through which to make sense of complex texts. This search is inherently active. It involves taking what the author has given us and trying to grasp its full meaning, to interpret or reach an understanding of the text in light of our experience, using sound reasoning and demonstrating thoughtful discourse using textual evidence of support.

**Writing Instruction:** The CCSS demands a higher level of writing, especially non-fiction. The writing instruction will include instruction in all genres, but will include at least 50% of the writing in non-fiction by the time the students are in 5<sup>th</sup> grade. Students

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<sup>4</sup> [Implementing the Common Core State Standards: A Primer on "Close Reading of Text"](#); Sheila Brown, Lee Kappes.

<sup>5</sup> [The Role that Phonics Instruction and Fluency Plays in Common Core-Aligned Instruction](#); Meredith and David Liben

<sup>6</sup> [The Role Guided Reading Plays in Common Core-Aligned Instruction](#); Meredith and David Liben

will receive explicit writing instruction in whole group and small group settings, as well as one-on-one conferring about their individual writing. Providing increased individualized feedback on student writing will accelerate students' ability to meet the higher demands of the CCSS.

**Instructional Materials:** The English Language Arts materials will be aligned with Appendix B of the CCSS. Additionally, sets of non-fiction books, MyOn Reader, a digital set of high-interest non-fiction books and Junior Great Books will be used in every classroom. In writing, the School will use the UNITS OF STUDY in Opinion, Information, and Narrative Writing published by Heinemann.

**Leveraging Technology:** Teachers will use a Google docs environment powered by Hapara to create a more interactive online learning environment. Students will participate in digital book clubs and collaborative online projects using their coding skills, write blogs, and learn to function as college students online by learning research and information fluency and digital citizenship as part and parcel of all the work they do in English Language Arts time. We believe all students should blog and be respectful participants in online conversations within and beyond class.

### ***Mathematics Instruction***

The Common Core State Standards provide a clear path towards deep mathematical knowledge and thinking. Using the CCSS Content Standards and the CCSS Mathematical Practice Standards, our students not only perform mathematic processes, but have the conceptual understanding to apply and problem solve mathematical challenges. Lead instructional strategies for math instruction are listed below.

**Writing in Math:** When problem solving, students will justify their reasoning and practice their mathematics vocabulary by writing in both formal and informal lessons.

**Student Led Solution (SLS):** Students set up complex math problems, solve them, and share solutions with their classmates. The teacher acts as a facilitator while students lead the practice.

**Guided Math:** The teacher pulls targeted small groups for instruction on math concepts or skills, or works individually with students based on data. This can be both a time for intervention or introduction of a new topic. Small group instruction allows for much more rapid feedback and individualization based on student needs.

**Instructional Materials:** The School will use the Stepping Stones mathematics curriculum. These materials are aligned to the CCSS in Mathematics and are used in the Aspire Memphis schools.

**Leveraging Technology:** In order to accelerate students based on their individual needs, our School will use DreamBox math, a fully adaptive online math software program, will supplement this learning with additional digital math tools. We use ST

Math, ThinkThroughMath, iReady Math, iPass and Zearn in some of our classrooms and have a clear understanding of which programs best meet the individual needs of our students.

We believe that having a highly qualified math teacher using software data to inform instruction and multiple software programs can allow students who are at different proficiency levels of math to receive targeted instruction simultaneously in a single classroom. Given the adaptive nature of the software and the teacher's ability to pull small groups to teach and remediate skills, students can truly receive individualized math instruction at their level and achieve at greater speeds than traditional math instruction.

### ***Science***

The Next Generation Science Standards are built on the understanding that children are not concrete and simplistic thinkers, but can use a wide range of reasoning processes that form the underpinnings of scientific thinking. This respect for students' capacity and understanding of core ideas will be the basis for our interdisciplinary science units.

Each science unit will include non-fiction reading and writing, mathematic problem solving, a technology component and a final project that includes a presentation to an outside audience. A summary of an example interdisciplinary unit is included in Appendix IV.

### ***Physical Education***

All students will receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

### ***Art***

The importance of art to stimulate and develop imagination and critical thinking aligns with the goals of the School. Students will have art instruction on a regular basis. When possible, the art will align with the interdisciplinary unit of study.<sup>7</sup>

## **CODE ASPIRE MODEL**

CODE Aspire grew out of our increasing understanding that in order for us to prepare all students to get to and through college, we must take a greater responsibility for ensuring that they can use technology in increasingly sophisticated ways to access information, communicate and collaborate, problem-solve, innovate, and learn technology concepts, systems and operations. Yet, infusing technology into the instructional program does not go far enough. We intend to backwards map the ISTE

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<sup>7</sup> Americans for the Arts, 2012

National Educational Technology Standards back to kindergarten and explicitly teach the skills, habits and knowledge students need to be literate users (not just consumers) of technology at every grade level. All students should be proficient users of technology as a tool to control their own learning. Yet, just having a “technology initiative” or one-to-one program seems like it’s skirting the real issue: technology education for our students needs to radically change, and this is going to fundamentally change teaching and learning.

**WHY CODING?**

We know that the number of Computer Science majors in colleges is abhorrently low, despite a strong job market for programmers. Computer Science, or Coding, stands to be the next great literacy our students will be expected to know and use in a wide range of professions, as it underlies most innovations today. Yet, in talking with programmers today, many got their start by tinkering with a friend’s computer or their own while they were in elementary or middle school. We believe teaching every student to code is important for students’ future success and will create access for all students to technology and employment opportunities. Thus, a new generation of potential programmers is born not by happenstance or as an elective, but by direct, intentional inclusion in our instructional program as a requirement.

Our plan for coding instruction looks like this:

Grade	Programming Language/Competencies/Coursework
Kindergarten	Students learn KidsRuby and Hopscotch to master commands.
1 <sup>st</sup> Grade	Students learn KidsRuby to create simple stories.
2 <sup>nd</sup> Grade	<p>Students learn Scratch (MIT’s visual programming language) to master digital storytelling.</p> <p>Students learn basic robotics with Lego WeDo to create simple machines that move.</p>
3 <sup>rd</sup> Grade	<p>Students learn Scratch to illustrate math and science concepts.</p> <p>Students learn more complex robotics with Lego WeDo to create and program machines that perform a function.</p>
4 <sup>th</sup> Grade	<p>Students learn Python to create simple machines.</p> <p>Students learn robotics with Lego MindStorms to create simple</p>

	robots.
5 <sup>th</sup> Grade	<p>Students use Python to create apps that do something in a content area, and create a website.</p> <p>Students learn robotics with Lego MindStorms to participate competitively in Lego League.</p>

By the end of 5<sup>th</sup> grade, all students will be proficient coders in multiple coding languages and have a clear foundation for acquiring additional programming skills, whether in school, after-school clubs or in online learning programs from home.

Rather than silo tech education with the science teachers, regular classroom instructors across the disciplines, with additional support from technology experts, will teach coding classes. A wealth of online resources are now available to support teachers with coding instruction, including Scratch for Teachers, Code Avengers, App Inventor, Kodu, Lego Mindstorms, Treehouse, and Globaloria. We're currently running coding instruction pilots in four of our schools to understand how to best develop teachers with no coding background to successfully teach their students the basics of computer programming, and have achieved success in leveraging online tools for teacher support. As part of our training for new teachers, we'll have all teachers take an abridged version of Stanford's CS 101 course on Coursera to get a baseline appreciation for coding, and build in disciplinary team collaboration time to identify disciplinary connections and projects to use coding.

We believe that coding is an important literacy for all students to be exposed to and that it offers underrepresented students a rich opportunity to understand computational thinking, problem solving, and the digital world around them. In particular, coding is a fundamental skill all of our students could apply to a variety of settings and contexts. The School is focusing on coding because we believe:

- **Coding teaches students problem-solving skills**, logical thinking, detail-oriented thinking (including paying attention to syntax and grammar), cause and effect/if-then thinking, and complex concepts like recursion. Coding is like essay writing: writers write in a specific style, with a specific message, to a specific audience. Coding provides students with an opportunity to develop skills essential to success in both writing and math. Like writing, coding is a critical-thinking focused skill – one has to understand it analytically, has to apply it in novel situations and will need to modify it as one's knowledge grows and each situation demands. Coding supports math abilities by making variables and equations tangible.
- **Coding provides students with practical application opportunities for these skills** so that they can learn by doing, experience trial and error, and

acquire patience and skills around planning and thinking ahead – all skills they will need in college. Coding also builds organizational thinking around file systems, which is a skill that can be applied to a wide variety of contexts, especially in the workplace.

- **Coding is learning a foreign language** in that it is transportable to wherever a student may take it beyond the school walls. Coding teaches students to express logic in a way that a computer can understand, and analytically think about breaking down concepts and ideas into minute parts. This is to say that students learn to translate the ways in which we talk about things into the ways in which computers understand. Algebra teaches students to do step by step procedures, which is similar to what students do in coding: creating an algorithm or series of steps that can be followed by a computer. This forces students to be really precise with their code and language.
- **Coding is creative.** For example, when you're solving a programming problem, depending on the problem, there are a number of right ways to solve the problem -- one can come up with one's own way to solve the problem which may be totally different from someone else's, as long as it works. One way might give us better performance, but someone else's way is easier to read. The process itself taps a wide range of abilities. It's an interesting perspective on how people think -- the way they think is going to drive the types of code that they write. As opposed to math, where there's a specific formula or sequence that needs to be memorized, programming can approach the problem in the way one understands best.
- **Coding offers authentic project opportunities.** Students can know more about coding than their teacher and can create applications that have impact in society. If a student can make a web page, and write an application, she can help a parent, start a club, and start a business.
- **Coding teaches students how technology works,** which in turn helps students problem-solve on the computer. Many jobs require high level computer skills, including facility with Excel, which becomes much easier to navigate with coding skills.
- **Coding is collaborative,** as it lends itself well to dividing tasks, splitting up parts, and collaborating on outcomes. Many online communities and resources hinge their success on coding collaboration. Coding is also project-oriented -- learning is done with the ultimate purpose of making something, which motivates students.
- **Coding does not have an age limit.** We're seeing more and more examples of 9 year olds writing apps, middle schoolers doing robotics and high school tech entrepreneurs.



- **Coding sparks student interest in STEM majors and careers.** Computer Science graduates are in short supply and this is a growing segment of need across all industries. Minority and low-income students are particularly unlikely to enter STEM careers. CODE Aspire aims to change that.

We do not expect every student to eventually become a programmer, just as we don't expect all piano students to play in orchestras when they grow up. Coding instruction is a path for students to better understand technology, think logically, be creative, learn to find and fix their own problems, and feel empowered in an industry that has been largely inaccessible to them.

Sample 1<sup>st</sup> grade schedule:

	<b>Monday-Thursday</b>	<b>Friday</b>
<b>800</b>	Intake: turn in hw; Morning mtg	Intake: turn in hw; Morning mtg
<b>820</b>	Calendar	Calendar
<b>830</b>	Reading mini--> read to someone	Reading mini--> read to someone
<b>900</b>	Reading rotation 1; guided reading	Reading rotation 1
<b>920</b>	Reading rotation 2	Reading rotation 2
<b>945</b>	Recess (Art on Mondays)	<b>945</b> Recess
<b>1000</b>	Reading rotation 3	<b>1000</b> Reading rotation 3
<b>1020</b>	Phonics (whole class)	<b>1020</b> Math fact assessment
<b>1035</b>	Science Unit Rotation 1	<b>1030</b> Town Hall
<b>1050</b>	Science Unit Rotation 2	<b>1045</b> Read aloud; Buddy time
<b>1105</b>	Science Unit Rotation 3	<b>1100</b> Lunch
<b>1120</b>	Decodable	<b>1130</b> Keyboarding /Coding
<b>1130</b>	Lunch	<b>1200</b> Home
<b>1215</b>	Read aloud	
<b>1220</b>	Writing	
<b>105</b>	Math facts (whole class)	
<b>115</b>	Math mini-lesson (whole class)	
<b>130</b>	Independent practice	
<b>145</b>	Coding	
<b>200</b>	Recess	

	Monday-Thursday	Friday
215	Math rotation 1	
230	Math rotation 2	
250	Music	
330	Home	

Note: Because of specials like Art, Music and PE, the daily schedule Monday-Friday will differ considerably.

### **Assessment**

Formative and summative assessments are critical tools for observing individual student progress, determining the efficacy of individual teachers, and evaluating the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students' learning regarding all outcomes. Aspire's standard 2013-14 elementary assessment calendar is provided in Appendix III.

Our students are assessed through:

- **Rites Of Passage ExperienceS (ROPES):** The final assessment for students at the School will be their ROPES Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.
- **Software Assessment:** Our software products have diagnostics, embedded assessments and progress monitoring, so students have content provisioned for them right at their levels, and teachers are able to constantly check student understanding and intervene when students encounter roadblocks to their learning. While some students will quickly excel through online material, others may need additional support. Real-time data allows teachers to make more informed decisions around grouping and supports for students, as well as monitor the effectiveness of the program throughout the year.
- **Standardized Assessments:** The School will participate in all state-required assessments including the CELDT, the Smarter Balance Assessment Consortium Common Core Assessments, the California Modified Assessment, and Physical Fitness Assessments. All data from these assessments are uploaded into the Aspire Data Portal. This internal site provides reports and analysis for teachers

and principals to make instructional decisions. Sample data portal reports can be found in Appendix V.

Formative and summative assessment is a critical tool for observing individual student progress, determining the efficacy of individual teachers, and evaluating the success of the program as a whole. Multiple assessments are used because no single assessment provides sufficient information on students' learning regarding all outcomes.

- **Internal Aspire Assessments:**

- Developmental Reading Assessment: provides rich data about students' mastery of different components of reading. Grade level benchmarks allow monitoring of progress against a national norm.
- Open Court Phonics Assessment: gives information about students' knowledge of letter sounds, digraphs, diphthongs and blends.
- Aspire Writing Assessment: on-demand writing assessment based on the CCSS Appendix C sample papers,
- STAR: on-line assessment given in kindergarten, first and second grade in English Language Arts and Math based on the CCSS
- Final Projects: rubrics designed by teachers will assess the proficiency of students completing their interdisciplinary final projects
- Curriculum Associates' iReady ELA Diagnostic: on-line assessment of students' instructional needs in English Language Arts
- Curriculum Associates' iReady Math Diagnostic: on-line diagnostic of students' instructional needs in Mathematics

**ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES**

<b>CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES</b>	
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #1</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<p>The School's teachers will be appropriately assigned and fully credentialed.</p> <p>Every pupil will have sufficient access to standards-aligned instructional materials.</p> <p>School facilities will be maintained in good repair.</p>	<p>On an annual basis, Aspire's credentials team will evaluate whether all the School's teachers are appropriately assigned and fully credentialed, and will take action if they are not.</p> <p>Each year, the School will report on whether every pupil will have sufficient access to standards-aligned instructional materials.</p> <p>On an ongoing basis, facility maintenance needs will be assessed and resolved.</p>

**State Priority #2.** Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will adopt the Common Core State Standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency.	Aspire will proceed with its Common Core State Standards implementation plan, which includes revising curriculum, professional development, and assessments to align with the Common Core State Standards. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners.

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will promote parental involvement.	The School will provide parents with opportunities to get involved, such as Student Led Conferences, volunteer opportunities, membership on the Advisory School Council (ASC), regular family meetings, and school and staff evaluations.

**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
- E. EL reclassification rate
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.

**State Priority #5.** Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates

<p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #5</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.
<p><b>State Priority #6.</b> School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #6</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.
<p><b>State Priority #7.</b> The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p> <p>“Broad course of study” includes the following, as applicable:</p> <p><u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</p> <p><u>Grades 7-12:</u> English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #7</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside partners, students will be provided with a broad course of study.
<p><b>State Priority #8.</b> Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #8</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>

The School will track pupil outcomes in a broad course of study.

The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary.

## SUPPORT FOR ENGLISH LEARNERS

Support for English Learners varies as much as the individual student. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but the child also brings some unique strengths to meet those needs. The School provides comprehensive support for English Learners through professional development and data to support teachers on these differentiated needs. By having a common understanding of students' needs, the School can provide a needed consistent program no matter the adult working with a child.

The tenants of the program include these guiding principles<sup>8</sup>:

- The priority for instruction is language learning and exploration.
- Using our RtI program, students will be grouped by proficiency level, as determined by multiple sources such as CELDT results, Developmental Reading Assessment, Aspire Writing Assessment and oral language samples.
- Language tasks should be relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the ELD standards to address gaps in language proficiency.

The Common Core State Standards raise the expectations for all students and will require a higher level of expertise and support for our English learners. Overall, the School will use these research-based instructional strategies:

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

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<sup>8</sup> Rethinking English Language Instruction: An Architectural Approach: Susana Dutro and Carrol Moran (2002)

Learners who have not yet met the Intermediate level of English acquisition will require a specialized set of supports. These students will have supplemental instruction which focuses on the CCSS-aligned English Language Development Standards. The Imagine It! Curriculum will be the instructional basis for this instruction. Additionally, our youngest students who will simultaneously be learning English while learning to read and write will have extensive oral language experiences to assist in development of both skills.

### ***Common Core English Language Arts***

Specific strategies will be used to support English Learners as they tackle the CCSS in Language Arts.<sup>9</sup> The School will provide instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students will be exposed to different types of writing, assignments will be meaningful to the student and assessment will focus on content and not only mechanics. Speaking and listening for English learners will require instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration. Finally, the School will leverage technology by providing differentiated on-line books.

### ***Math***

During mathematics instruction, the overall focus will be on the mathematical thinking and not the accuracy in language. This oral discourse will take place during Number Talks and Student Led Solutions. Mathematical vocabulary will be taught within the context and not in isolation. Finally, the software used in our blended learning program allows students to manipulate models and hear feedback orally in a differentiated way.

### ***Science***

Science instruction will involve extensive models and diagrams. This strategy will allow learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners will have extensive academic discourse to build their ability to reason orally before moving onto written. Finally, examples of journal, reports and other written assignments along with opportunities to revise language will support learners as they master the Next Generation Science Standards.

### ***Social Studies***

Although the California Social Science Standards have not been changed, the School will build the competence of students in anticipation of a rigorous set of

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<sup>9</sup> Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdés;  
Mathematics, the Common Core, and Language: Judit Moschkovich;  
Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch, Amanda Kibler, and Susan Pimentel (the articles can be found here: <http://ell.stanford.edu/papers/practice>)

expectations aligned with the Common Core State Standards. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

### ***EL Program Implementation***

The School will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

- **Home Language Survey:** The School will administer the home language survey upon a student's initial enrollment into the School (on enrollment forms). Spanish-speaking students in the country less than twelve months will be given the state's Designated Primary Language Test (currently the Aprenda and Standards-Based Tests in Spanish) to determine the student's academic proficiency when tested in his/her home language of Spanish.
- **CELDT Testing:** All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested or tested with any new English Language Development test adopted by California within thirty days of initial enrollment<sup>10</sup> and at least annually thereafter between July 1<sup>st</sup> and October 31<sup>st</sup> until re-designated as fluent English proficient.

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

### ***Reclassification Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

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<sup>10</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.



- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

#### ***Ongoing Assessment of EL Students***

English Learners will have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Response to Intervention team and our Cycles of Inquiry. Additionally, ELs will be monitored on their mastery of the English Language Development Standards.

#### ***Monitoring and Evaluation of Program Effectiveness***

The evaluation for the program effectiveness for ELs in the School will include:

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

### **SUPPORT FOR STUDENTS**

#### ***Highly Qualified Teachers***

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will

meet the requirements of the No Child Left Behind Act. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

We recognize that with the addition of a technology-rich environment and an immersive coding curriculum, we will look for teachers with a proclivity for technology and a willingness to take on new technologies with an openness and baseline skill set upon which we'll provide support to build. Not all teachers need to be tech-savvy; rather, they need to display a willingness to "figure it out" in the face of a constantly changing landscape of new technologies. Our teachers will want to teach student writing online, explore various complex texts in digital formats, desire to learn computer programming basics and design outcomes relying on digital demonstrations of learning, and overall, serve as supports for families as they partner with the School around these learnings.

We plan to hire a blended learning teaching assistant to support the increased amount of technology in the School and provide on-site support to teachers to build their technology skills and resiliency. This position will be responsible for daily maintenance of the technology, software support and troubleshooting, data sharing, and content provisioning (where needed), as well as student monitoring on computers, technology instruction to students (where necessary), and teacher professional development on new technology tools.

### ***Personalized Learning Plans***

Using data from our current assessments, formative and summative classroom assessments, and from online software, we're able to build Personalized Learning Plans for each student and flexibly meet their needs across a variety of media: online learning, small group instruction, focused intervention, and whole-group support. We'll be able to track weekly student progress on a variety of metrics: student achievement and mastery, resiliency and grit, syllabus completion, and skills progress. The Personalized Learning Plan is created with input from students, parents and teachers and is reviewed at Student-Led Conferences.

### **SUPPORT FOR STUDENTS ACHIEVING BELOW GRADE LEVEL**

Aspire sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention services are grounded

in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

**Response to Intervention**

The School believes in the importance of supporting students holistically through a Response to Intervention system that identifies challenges academically and behaviorally. The process focuses on matching interventions to students’ specific needs, monitoring progress and making changes as needed. It is proactive about supporting students with challenging behaviors by using a problem solving framework to support students.

Aspire utilizes the Response to Intervention framework (RtI) of tiered intervention to ensure that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Through the systematic RtI process, schools are universal in assessing students’ academic, behavioral and socio-emotional development needs, and proactive in providing students with appropriate timely, targeted and effective research-based interventions. Systematic progress monitoring of results of instruction or intervention guides decision-making about the intervention’s success and student’s next step.

Students targeted for additional instructional support or intervention will include, but are not limited to, students who, through universal screening or other assessment, meet the following criteria:

<b>Assessment</b>	<b>Criteria For Additional Intervention Inside the Classroom with Teacher (Tier 2)</b>	<b>Criteria For Additional Intervention Inside or Outside the Classroom with Interventionist (Tier 3)</b>
CCSS Assessment – ELA or Math	Far Below Basic, Below Basic, Basic	Far Below Basic more than 2 years in a row in one subject area
DRA	Not at grade level	Significantly below grade level more than 2 years in a row
Parent Recommendation	Any	Any
Teacher Recommendation	Any	Any

Aspire strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students towards grade level and College Readiness outcomes. The RtI framework encourages an inclusive, flexible learning environment, encompassing and extending Aspire’s data driven, student-focused approach to instruction. Aspire educators are encouraged to deepen coordination of instruction

across all learning environments, including our grade level or core classrooms, intervention programs, specialized educational services and non-academic services.

For example, diagnostic assessments given at the beginning of the year help to group students in each grade into different tiers. Tier I students are in the School's general education program, Tiers II and III receive different levels of intervention support, and some of those students receive special education services. Throughout the year, students' placement into these tiers can be adjusted based on the results of subsequent assessments, decisions that are evaluated at bimonthly RtI meetings.

Each class at the School includes a mix of students across these tiers, and the students all stay with each other during the four core times of ELA, Math, Science, and Social Studies. During the classroom rotation time, the classes split up with the Tier I and II students going onto the computers, and the Tier III and special education students going into the smaller Learning Support room. Whatever their destination, the students log in to Math and ELA programs which remember their individual skill levels and provide them with standards-based exercises meant to target gaps in knowledge or supplement classroom instruction. The instructional modality that all the students face is the same: their learning is driven by online programs, with responsive direct support from instructional staff.

The six students in the smaller room are designated as needing either Tier III intervention or special education services. They use online software on their laptops like Vmath and other programs designed to reach students at their level. There is a special education instructor working with them, too. Two years ago, this instructor would have pulled the six of them out of their core Math class, leaving them with less classroom instruction time than their peers.

Of the students on the computers, very few are working on the same content. Many are using the same program, but they are doing so at their own pace. Some have raced ahead in the curriculum while others are moving more slowly. And then there are five students doing something entirely different. These are five of the class' Tier II students, and they receive learning support from the instructor on dedicated specific Math problems in the software which have given the students difficulty. The instructor responds directly to their needs, at a level which would not have been possible before the School implemented blended learning.

The real difference for students comes during the time they spend each day on the computers focusing on Common Core ELA and Math skills. Students in grades K-3 spend approximately 60 minutes on computers across the two subject areas while students in grades 4-5 spend as much as 100 minutes per day on computers across two class periods. Those students who receive Tier II or III RTI and special education services work with specially chosen online programs and/or in small groups with teachers during lab time. This tweak to the model – providing more direct support to students who need it – seeks to engage the students on an individualized basis through computer-based instruction and more responsive instructor support. Through this personalized support, we hope to improve student achievement.

## **SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS**

Interdisciplinary units, such as ROPES, are aligned with all of the program recommendations for gifted learners. These projects allow high performing students to go a deep into a topic until they are challenged. It allows a natural source of differentiation.

Utilizing computer adaptive software unbinds the content and allows students achieving above grade level to continue to excel. The students are unhampered by their grade designation and tackle new challenges online. The CCSS focus on depth in English Language Arts and mathematic force students and teacher to go deeper in content and curriculum.

## **SUPPORT FOR STUDENTS WITH DISABILITIES**

In accordance with state and federal law, each student eligible under IDEA will be provided a free appropriate education in the least restrictive environment. No student shall be denied admission to the School because he or she is in need of special education services. Aspire is dedicated to ensuring that identified special education students shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extra - curricular activities the same as their non-disabled peers.

Aspire's education program is characterized by inclusive systems which will support students with special education needs. The decisions regarding specialized academic services each student will receive are the responsibility of the Individualized Education Team, which includes the involvement of parents in decision-making and developing the written Individualized Education Plan (IEP).

In the IEP process, general education teachers, specialists, students, and parents work together to share information and create the IEP that addresses the student's unique learning needs and specific requirements related to a student's disability. The IEP may include specialized academic instruction, classroom accommodations for a student or specific supports which will enable a student to progress towards learning or behavioral goals in the least restrictive environment.

The professional development of all Aspire teachers focuses on differentiating the curriculum, employing varied instructional strategies, and utilizing technologies or other resources to ensure that each and every child in the classroom has access to learning, regardless of disability or need. Multiple measures assess a student's progress towards their IEP goals, grade level outcomes based on the CCSS, or Aspire College Readiness outcomes.

Aspire's educational program includes systems of intervention, including the After School Program, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments

in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional supports for all students, including EL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

- Smarter Balance Assessment Consortium assessments
- CELDT
- Curriculum-based Benchmark Assessments
- Teacher observation and interview

The identification process for students who would be eligible for special education services under IDEA begins when students have been accepted through the enrollment lottery and enrolled in the School. Through the process of “Child Find,” each school fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education. The Student Success Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education or other services.

Specialized Academic Instruction will be provided by the Education Specialist (Mild/Moderate or Moderate/Severe) as determined in an eligible student’s Individual Education Plan. To support inclusive classroom practices, flexible learning options or environments, such as a Learning Center, will be provided as needed for students with specific accommodations or modifications to their learning program as included in their individual IEP. These options will also serve general education students with intensive academic or behavioral support needs as determined through the School’s RtI system.

An alternative to face-to-face Speech, Language Instruction will provide a solution to the staffing challenge and high costs of contracted services. We were introduced to the Presence TeleCare format through New Schools Venture Fund and EDCOE Charter SELPA. Following initial exploration we considered how video-conferencing technology, engaging online games and evidence-based activities will promote student progress towards SLI goals or exit, and how the support of collaboration with school staff and practice management tools will ensure successful programming.

#### LEA Member in EDCOE Charter SELPA

The School shall participate as a LEA member of the El Dorado County Office of Education Charter SELPA for the purposes of special education.

As the LEA, the School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA. Specifically, the School shall assume all responsibility for any and all costs associated with the provision of special education and related services and accommodations under Section 504, of the Rehabilitation Act, for all students who are enrolled in the School, over and above any

state or federal funding received for such purposes. As such, State and Federal funding shall be allocated directly to the School per the allocation plan of the Charter SELPA. The School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

#### LEA Assurances

As required of LEA members within the EDCOE Charter SELPA, the School provides the following assurances:

- Free Appropriate Public Education (FAPE): The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find: The School will assure that all students with disabilities are identified.
- Full Educational Opportunity: The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE): The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP): The School will assure that an IEP is developed, reviewed and revised for each child who is eligible.
- Assessments: The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards: The School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.

- Personnel Standards: The School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments: The School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

The School shall comply with all requirements of the Federal Individuals with Disabilities in Education Act (IDEA), State laws and the EDCOE Charter SELPA Local Plan, and perform all corrective actions deemed necessary by Aspire Public Schools, the Charter SELPA and or CDE. The Aspire Director of Special Education will involve the School team in the development of the budget, hiring necessary staff, contracting for appropriate services and documenting the qualifications and competency of school leadership to meet the special education compliance and quality requirements. A Program Specialist shall be assigned to support the School and to provide coaching support to the site's special education to ensure that all requirements of IDEA are met, and each child is well served.

A comprehensive year-long Aspire Special Education Professional Development plan shall be developed with site team input to provide continuous learning opportunities and support to special education staff, as well as to build the capacity of the site team in meeting compliance with state and federal statutes, reporting requirements and use of instructional data for decision-making. In addition to Induction Program for Education Specialist Credential, professional development will be provided about promising practices that support the specialized learning needs of special education students in the least restrictive environment, including: universal design for learning, models of collaboration and the unique specialized learning needs of the secondary learner. Each staff member's Professional Learning Plan (PLP) will reflect our Aspire shared responsibility for student progress and site special education needs, as well as differentiated opportunities to address each staff individual professional development needs. Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter SELPA, or Diagnostic Center.



## **Element B: Measurable Pupil Outcomes**

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

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

*Effective January 1, 2013, per Senate Bill No. 1290, this bill would require those pupil outcomes to include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, which this bill would define.*

The progress of our students is at the forefront of all actions and decisions made at the School. Quantitative and qualitative measures provide rich data to guide our instructional and behavioral decisions. This data is analyzed by subgroup, age, gender, race and other characteristics that may inform the best steps to improve. The School is specifically focused on measuring and improving:

- Higher level thinking
- Mastery of the Common Core State Standards
- Technical skills
- Social-emotional skills
- Parent satisfaction
- English proficiency

Please see specific measurable pupil outcomes below in Element C.

**Element C: Methods by Which Pupil Progress Toward Meeting Outcomes is Measured**

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.*

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

Aspire’s academic program is standards-based and data driven. The Common Core State Standards, Next Generation Science Standards and multiple sources of data form the basis of the School’s teachings. Performance assessments will be evaluated with the use of common benchmarks and rubrics and will be analyzed on a regular basis to help drive the School’s educational program. The rubrics will be used to inform students and parents about the standards for student work. Both teachers and students will use the rubric to score the work and make improvements. Rubrics used throughout the year will show growth over time.

The School commits to pursuing the following pupil outcomes:

**MEASURABLE PUPIL OUTCOMES (K-5)**

Measurable Pupil Outcomes	Instrument	Annual Target
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate
Annual Basis: Increase proficiency in coding languages	Completion of Coding Projects	14-15 2 projects complete 15-16 3 projects complete 16-17 4 projects complete 17-18 4 projects complete 18-19 4 projects complete
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment MATH	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage point growth TBD
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage point growth TBD
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 4 1 – 16 2 – 28 3 – 38 4 – 40 5 – 50	14-15 baseline year 1 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points

Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot	Percent at 3 or 4	14-15 baseline year 1 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: Increase numbers of 5 <sup>th</sup> Graders passing Aspire Math Basic Skills Test with 90% or higher	Percent at 90%	14-15 baseline year 1 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: 90% of families are satisfied: My child is getting a good education at this school	Annual Survey	10% growth per year until reaching 90% or higher
Annual Basis: All students with an IEP receive 100% of their required service minutes	Annual Meeting Data	Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached
Annual Basis: Increase percentage of students becoming reclassified English Language Proficient as measured by CELDT	Annual RFEP Data	14-15 baseline year 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points

\* These will be clarified once students have taken the assessment for the first time

**OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES**

CHARTER SCHOOL OUTCOMES ALIGNED TO STATE PRIORITIES		
<b>State Priority #1.</b> The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))		
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School's teachers will be appropriately assigned and fully credentialed. Every pupil will have sufficient access to standards-aligned instructional materials. School facilities will be	Aspire's credentials team will evaluate whether all the School's teachers are appropriately assigned and fully credentialed, and will take action if they are not. The School will report on whether every pupil will have	100% of teachers will be highly qualified per No Child Left Behind Act.  100% of students will have access to standards aligned materials as measured by

maintained in good repair.	sufficient access to standards-aligned instructional materials. On an ongoing basis, facility maintenance needs will be assessed and resolved.	school inventory.  100% of school facilities will be maintained and in good repair as measured by our facilities department.
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**State Priority #2.** Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<b>ANNUAL GOALS TO ACHIEVE PRIORITY #2</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
The School will adopt the Common Core State Standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency.	Aspire will proceed with its Common Core State Standards implementation plan, which includes revising curriculum, professional development, and assessments to align with the Common Core State Standards. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners.	100% of teachers will attend professional development annually on Common Core State Standards including specialized segments for teaching English Learners.

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<b>ANNUAL GOALS TO ACHIEVE PRIORITY #3</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>	<b>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</b>
The School will promote parental involvement.	The School will provide parents with opportunities to get involved, such as Student Led Conferences, volunteer opportunities, membership on the Advisory School Council (ASC), regular family meetings, and school and staff evaluations.	90% of families will state that they are satisfied or very satisfied with their experience at the School via the family survey distributed annually.

**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured

by the CELDT E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i> ) or any subsequent assessment of college preparedness		
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.	All measures listed above.
<b>State Priority #5.</b> Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.
<b>State Priority #6.</b> School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness		
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and	All measures listed above.

information gathered from our annual student survey will also inform school leaders.

**State Priority #7.** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7.	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside providers, students will be provided with a broad course of study.	Principal to annually review course offerings to ensure broad course of study is available.

**State Priority #8.** Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will track pupil outcomes in a broad course of study.	The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary.	80% of students receive a C or better in all courses. (5 percentage point increase annually until target is met)

### COLLECTING, ANALYZING, AND REPORTING DATA

Aspire teachers are very committed to effective data usage. Our Godzilla data and technology team has received national and international accolades. We are

currently advising school systems across the country on effective data usage. Our educators access a suite of user-friendly data analysis tools that allow them to view, in one friendly portal, a diverse array of data about student success and educator effectiveness. By using these same tools, support staff will be able to quickly identify that Jana may need literacy support, because her reading scores have sharply dropped in the last two weeks; that Luis might need some counseling, since he's gotten two "Community Violations" this week and his mom reported some challenges at home; and that, when Elena has struggled in the past, her teacher found success in bringing her family in for a group meeting. Empowered by a collaborative school culture and cutting-edge data tools, our student support team will achieve unprecedented results. In our blended learning pilots, teachers were able to see some of the data from the software up against the formative and summative assessment data in our data portal, which allowed them to begin creating individualized learning plans for each student in a streamlined and targeted way. We plan to take this use of data to the next step, so that all students can have individualized learning plans informed by data on a daily basis, without burdening teachers of compiling data from multiple sources to understand a student's achievement profile.

Each student will have a Personalized Learning Plan (PLP). The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. Parents will be actively encouraged to participate in developing the PLP with their child. By working closely with each student and family to develop an appropriate PLP, parents will develop a stake in their child's learning and the School will be able to respond to the varying needs of every student. The PLP process ensures students will receive the appropriate supports, instruction or interventions, if needed, provided for all students within the general education program (e.g. in-school, after-school, or specialized instruction, acceleration, guidance or behavior support.)

Three times a year, during Student Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next grading period. By working closely with each student and family to develop an appropriate PLP, the School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. It also ensures families feel informed about the progress of the School. This will allow all students to receive the appropriate interventions, if needed, provided by the School (e.g. in-school, after-school or specialized classroom instruction). The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP.

The PLP will allow the School to help meet the general education needs of students with disabilities (who may also have IEPs or 504 plans as required by law), English learners, students achieving substantially above or below grade level expectation, and other special student populations. Educators will examine student performance data formally through a process called the Cycle of Inquiry (COI), which entails examining pre- and post-test data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student

mastery of standards. Educators will usually engage in the COI in grade level teams, using periodic assessments that are given every two to three weeks based on the standards in the School's pacing chart. Data will be examined in a public way, and instructional strategies for re-teaching will be identified and implemented.

Student outcome data will also inform professional development plans for individual teachers, who may receive personalized coaching or outside training as appropriate. Staff members will also receive and analyze school-wide data on student achievement during staff meetings and use this data to help monitor and improve the school's education program overall.

### ***Reporting and Accountability***

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

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

### ***External Reporting***

Aspire will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquiries from District and other authorized reporting agencies.



## **Element D: Governance Structure of School**

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

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

Aspire will comply with the District policy related to charter schools to the extent it aligns with and does not exceed the law applicable to charter schools, as it may be changed from time to time as long as the School has been given written notice of the policy change.

Members of Aspire's Governing Board, any administrators, managers or employees, and any other committees of the School shall at all times comply with federal and state laws, nonprofit integrity standards and the District's Charter School policies and regulations regarding ethics and conflicts of interest so long as such policies and regulations are not in conflict with any then-existing applicable statutes or regulations applicable to charter schools.

Aspire will be solely responsible for the debts and obligations of the School.

### **ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS**

The School is an independent charter school governed by the Aspire Board of Directors. Biographies of the current Aspire Board of Directors are attached in Appendix VII. Aspire is a California, nonprofit, public benefit corporation.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and a conflicts code are attached in the Appendix IX, but not incorporated herein by reference.

Aspire is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability or any other characteristic described in Education Code Section 220. Aspire complies with all applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

The Aspire Board of Directors currently consists of a maximum of 11 regular members plus one seat for every sponsoring authority. At its option, the District may therefore designate a board designee to sit on the Aspire Board of Directors. The Board

of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

#### **FAMILY AND COMMUNITY INVOLVEMENT**

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School plans to share local control with an Advisory School Council ("ASC"), consisting of family and school representatives. Each school's ASC may participate in developing school policies and share in efforts to engage the support of the community. The ASC may make recommendations about issues related to the School and participate in reviewing family and community concerns. The ASC will consist of representatives of the following parties: the principal, teachers, and family members. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors. In short, Aspire's Board of Directors oversees issues related to Aspire schools in general, while the ASCs focus on the day-to-day concerns of each respective Aspire school.

#### **ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT**

- Families, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition panels: families may sit on panels to judge student work
- School and staff evaluations: families fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School
- Student-led conferences: students will lead conferences on their work during the year to keep their families informed
- Volunteer Opportunities: various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees
- Fundraising: families and community members may work with the School to raise additional resources to support students and the School program
- Advocacy: families and community members communicate the School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources

- Aspire Board of Directors meetings: families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.
- Additional opportunities as desired by the parents facilitated by a Parent Coordinator, if the budget allows.

#### **ADDRESSING FAMILY CONCERNS AND COMPLAINTS**

Aspire is committed to working with families to address family concerns and complaints. Families will be encouraged to share their ideas and concerns with the School and Aspire throughout the school year.

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form. The revised Uniform Complaint Policy that was approved by the Board of Directors on September 4, 2013 can be found in Appendix X. Finally, Aspire is committed to providing a safe, discrimination-free and harassment-free education to its students. To help achieve this important end, Aspire has established a formal Discrimination and Harassment Policy, attached in Appendix XI.

Aspire will establish complaint procedures that address both complaints alleging discrimination or violations of law and complaints regarding other areas. Aspire will not, at any time, refer complaints to the District.

The complaint procedures will include the clear information with respect to the response timeline of the School, whether the School's response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The complaint procedures will be clearly articulated in the School's student and family handbook or distributed widely.

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

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

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

## **Element E: Employee Qualifications**

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

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

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the No Child Left Behind Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined in this charter.

### **THE TEACHER'S ROLE CHANGES**

Aspire already has an incredibly data-driven culture and robust data warehouse in which all student information and achievement data resides, and we plan to take the practice of being data-driven to the next level. The School will begin to integrate student achievement data from our online software programs. This allows our teachers to view multiple data sets at once in order to drive their instruction. For example, a second grade teacher could see his current benchmark data up against his iReady data by standard. This allows him to better understand where the online programs were targeting instruction, and how effectively students were learning from the programs, so the teacher could then identify the best focus for his small group instruction. The School will continue by triangulating student achievement data with the software data, and as we move forward this year, create math and literacy dashboards that will bring together an even more robust data set for teachers in real time.

For example, a literacy dashboard could include a student's Diagnostic Reading Assessment (DRA) scores, their Lexile scores from Achieve3000, their ELA proficiency scores, their benchmark scores, and their proficiency by standard scores from iReady. This would allow the teacher to have a much richer pool of data to better understand a whole student's reading ability, focus on fiction or nonfiction, target specific standards, identify areas for acceleration or remediation in small groups, and potentially allow her

to move the student to another teacher's class for targeted reading instruction. Because reading groups can be even more differentiated, we believe we'll be able to have students cross grade level teams for reading instruction so that teachers will have a smaller range of students to pull (thereby shrinking the amount of reading instruction planning they'll need to do), and allowing students to progress at their own paces.

### ***Increased Teacher Supports***

At Aspire, we value the teacher's relationship with the student. In a blended learning context, the teacher has even greater opportunities to build strong relationships with students because the scheduling allows for more individualized and small group instruction. Yet, with this benefit comes a change in lesson planning: blended learning teachers shift their lesson planning from focusing on whole group instruction to planning many more individualized lessons driven by data. This requires teachers to be organized and disciplined data analysts, deft classroom managers, and incredible relationship-builders. We know we need to support blended learning classroom teachers differently. We intend to provide the following supports for teachers in CODE Aspire:

- A technology teaching assistant for each school to troubleshoot tech problems on the ground and provide support to students and teachers on an as-needed basis.
- Immersive professional development in software and new technologies
- Instructional content coaches
- Aspire-developed Blended Learning Handbooks
- Rich online library resources tied to teacher effectiveness measurements
- Collaboration opportunities with other blended learning teachers on site, across Aspire schools and outside Aspire
- Incentives for additional technology learning and sharing

### **PRINCIPAL QUALIFICATIONS**

Running a blended learning school requires great leadership around technology, so that it is used to support great instruction, not as an outsourcing of support or as a shiny new object. We know that principals at blended learning schools must believe deeply in technology in service to instruction and student achievement, and must have a clear vision of the necessary instructional shifts that foster technology use and integration successfully. A principal cannot want to do tech for tech's sake, as this strategy ultimately may fail to serve students. Rather, we expect the principal to uphold the vision for technology use and support across all stakeholders, recognizing that the learning curve for some will be much steeper than others. This includes a commitment to computer science and coding instruction, which means our principal will be responsible for having a firm understanding of the pedagogical and school cultural implications of having coding at the heart of the instructional program, and be an unwavering supporter and learner alongside teachers as they grow their expertise in this field.

We expect that the principal cannot do this alone and will also foster partnerships with outside organizations and mentors to provide additional support to the school's work.

The School's Principal will be the instructional leader at the School and will be responsible for helping the Schools and students achieve the outcomes outlined in this charter petition. Appendix XII, the Aspire Principal Evaluation Rubric, identifies the skills and values needed to be successful as a principal. The Principal will have the following qualifications:

*Required knowledge, skills, and abilities:*

- Superb communication and community-building skills
- Deep knowledge of curriculum development and elementary program design
- A record of success in developing teachers
- Entrepreneurial passion, especially in the area of technology education

*Required educational level:*

- Bachelor's degree
- Masters or Ph.D. in Education preferred

*Required experience:*

- 7 plus years teaching and administrative experience
- 3 plus years working with urban students as a full-time teacher preferred
- Experience in performance assessment

## **OFFICE MANAGER QUALIFICATIONS**

The Office Managers are responsible for overall front office activities, will report to the Principal, and will work with students, parents, and outside parties. The Office Manager will have the following qualifications:

*Required knowledge, skills, and abilities:*

- Strong organizational, time management, and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management capacity
- Ability to work independently as well as with a team

*Required educational level:*

- A.A. degree or equivalent work experience

*Required experience:*

- 4 plus years in fast-paced administrative support position
- Experience in school front office preferable
- Proficiency with Microsoft Office

## TEACHER QUALIFICATIONS

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

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

In addition, teachers of core, college preparatory courses at each Aspire school will be required to hold a California Commission on Teacher Credentialing (CCTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific credential or permit from the CCTC. In accordance with Education Code Section 47605(l), flexibility shall be given with regard to noncore, noncollege preparatory courses.

Additionally, teachers shall meet all applicable highly qualified requirements under the No Child Left Behind Act.

## TEACHER HIRING

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

The principal will be in charge of making School hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. The School may utilize a hiring team that includes some or all of the following individuals:

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for the School.
- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates' paperwork to Aspire's Home Office.



- *Teachers*: Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents*: Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.
- *Other Personnel* (Deans, Intervention Teacher, Counselors): Participate in evaluating candidates during school walkthroughs, interviews and/or demonstration lesson observation.

## PROFESSIONAL DEVELOPMENT

The School's professional development focuses on the differentiated needs of each teacher. All conversations, observations, goals and development focuses on the Aspire Instructional Rubric (AIR), which can be found in Appendix XIII. AIR provides a comprehensive description of what how effective teachers plan, deliver and reflect on instruction. It also includes peer, family and student relationships.

In the first year, all teachers will receive two weeks of professional development. This training will include establishing a resilient culture, classroom management, lesson planning and lesson delivery. Teachers will learn the basics of blended learning, become familiar with the online software their students will be utilizing, learn best practices of how to give online adaptive assessments, and become experts in navigating Hapara's Google drive organization for students and monitoring software.

Once school begins, teachers and the principal will use AIR to determine goals, provide feedback and receive one-on-one coaching. Additionally, a large library of digital professional development aligned with AIR is available on Aspire's Purple Planet.

Once the School is up and running, we expect to provide rich, targeted professional development for teachers on technology. While some content is better taught whole-faculty (tech systems and procedures, Acceptable Use, rotation expectations, grouping strategies, pedagogical shifts), much of the technology instruction will need to be targeted at the teacher's current level of understanding. Some teachers come to us with a strong facility for Google Apps for Education; others are just beginners and will need development around the tools privileged in our instructional program. We have a wealth of online resources to teach all teachers coding: Code Academy, LearnStreet and Khan Academy all have free online modules to get teachers started in the fundamentals. We know that the deeper the understanding a teacher has for coding, the deeper their appreciation for the cross-curricular connections and social-emotional benefits will be as their students begin to learn these skills.

We expect to partner with UC Berkeley's BASIS (Bay Area Scientists in Schools), a science role model volunteer program for public elementary schools in the East Bay. The goals of BASIS are to connect a diverse range of scientist volunteers to elementary and middle school students and teachers, to inspire students with examples of real-

world science careers and issues, to engage students in hands-on, inquiry based learning experiences, and to create effective teaching links between scientists and public elementary schools.

We've also begun building strong relationships with groups like Code.org and Black Girls Code to foster greater support for our coding programs in our current schools.

## **Element F: Health and Safety Procedures**

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

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

In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. A sample school site health and safety plan is attached in the Appendix XIV.

### **PROCEDURES FOR BACKGROUND CHECKS**

Employees and contractors of Aspire Public Schools will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Volunteers outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

### **TUBERCULOSIS TESTING**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **IMMUNIZATIONS**

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

### **MEDICATION IN SCHOOL**

The School will adhere to Education Code Section 49423 regarding administration of medication in school and will abide by all guidance as issued by the California Department of Education and applicable law.

#### **VISION, HEARING, AND SCOLIOSIS**

Aspire will adhere to Education Code Section 49450, *et seq.*, regarding vision, hearing, and scoliosis screening as applicable to the grade levels served by the School.

#### **EMERGENCY PREPAREDNESS**

The School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of the School. These procedures shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site may be used as a starting basis for updating the procedures for the School.

#### **BLOOD BORNE PATHOGENS**

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

#### **DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT**

The School shall function as a drug, alcohol and tobacco free workplace.

#### **ASBESTOS**

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

#### **FACILITY SAFETY**

The School 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 School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

## COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

Aspire 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. Aspire has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct).

## **Element G: Means to Achieve Racial/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.*

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

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools,
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- Utilizing social media to recruit new students that may otherwise be difficult to reach through traditional outreach avenues.

Aspire shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

## **Element H: Admission Requirements**

*Admission requirements, if applicable.*

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

Aspire will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Aspire shall admit all pupils who reside in the State of California who wish to attend the School subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Aspire will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

As part of the Fall Information Update, the School will notify the District in writing of the application deadline and proposed lottery date. The School will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The Aspire application process is comprised of the following:

- Completion of a Student Interest Form for each child who is interested in attending the School

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. 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, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Students currently enrolled at Aspire Millsmont Academy (during the 2013-2014 school year) who fill out Intent to Re-Enroll forms shall be deemed “existing students” of Aspire Technology Charter Academy for the 2014-15 school year. Enrollment preferences in the case of a public random drawing shall be as follows:

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the School (after the opening year)
- Children of founding families

- Children who are currently enrolled in a school (during the 2013-14 school year) that closes prior to the 2014-2015 school year and is located within the School's neighborhood boundaries (Highway 580, Highway 880, Durant Avenue and 35<sup>th</sup> Avenue)
- All students who seek to continue their preparation and readiness for college from other Aspire schools
- Children residing within the District
- All other students who reside in the state of California

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

In no circumstance will a waitlist carry over to the following school year.

Upon confirmation that a student has secured a spot at the School, parents must submit a completed Registration Form.

#### **PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE**

Aspire typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter timeframe if required by the opening date of a particular Aspire school.

#### **December – January**

Recruit students (via referrals, networking, and holding enrollment and option fairs).  
Collect Student Interest Forms.

#### **January - March**

Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).

#### **March - May**

Waitlist letters distributed to applicants not selected in the public random drawing. Acceptance letters and registration packets distributed to parent and children who have been drawn in the public random drawing.



## **Element I: Financial Audit**

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

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

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. Aspire's Audit Committee, in conjunction with Aspire's Chief Financial Officer, is responsible for contracting with the independent auditor, who shall be selected from the Certified Public Accountant's Directory published by the State Controller's Office. The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K-12 LEAs as published in the *California Code of Regulations*. Aspire's Chief Financial Officer is responsible for overseeing the independent audit. Aspire shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law and by December 15 of each year. Aspire will resolve audit exceptions and deficiencies, if any, in a timely fashion. All exceptions and deficiencies and their remedies will be communicated to the District in a timely matter.

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344.

Aspire, in accordance with Education Code Section 47604.3, shall promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any such inquiries. Aspire acknowledges that it is subject to audit by the District if the District seeks an audit of Aspire, it shall assume all costs of such audit. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by Aspire by law or charter provisions.

To the extent that Aspire is a recipient of federal funds, including federal Title I, Part A funds, Aspire has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Aspire agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited

to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Aspire also understands that as part of its oversight of the School, the Office of Charter Schools may conduct program review of federal and state compliance issues.

## **Element J: Pupil Suspension and Expulsion Procedures**

*The procedures by which pupils can be suspended or expelled.*

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

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and based on California Education Code. See Appendix XV for the School's complete suspension and expulsion policies and procedures. The School will notify the District of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law. The School shall notify, within 30 days, the superintendent of the District of any pupil who is expelled or leaves The School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. The School 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, pursuant to Education Code Section 47605(d)(3).

In the case of a special education student, or a student who receives 504 accommodations, the School will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

## **Element K: Employee Retirement System**

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

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

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

## **Element L: Pupil School Attendance Alternatives**

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

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

Aspire schools are “schools of choice,” and the School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school. Students who opt not to attend the School may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the School will be notified that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the School, except to the extent that such a right is extended by the local educational agency.

**Element M: Description of Employee Rights**

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

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

The right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue. The rights of employees to leave another LEA or another organization will be as specified in their previous LEA or organization.

## **Element N: Dispute Resolution Procedures**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

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

Aspire is committed to working with the District in a spirit of cooperation. Matters unable to be resolved by the District Superintendent or designee and Aspire will be referred to a mutually agreed upon legally licensed mediator at standard cost. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties.

The staff and Governing Board members of Aspire agree to attempt to resolve all disputes between the District and Aspire regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Aspire, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered 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 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To School, c/o Area Superintendent:  
Aspire Bay Area Regional Office  
400 105<sup>th</sup> Avenue  
Oakland, CA 94603

To District Superintendent:  
Oakland Unified School District  
1025 Second Avenue  
Oakland, CA 94606-2212

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

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association (“AAA”) to have a mediator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.



**Element O: Exclusive Public School Employer Declaration**

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

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

For the purposes of the Educational Employment Relations Act (“EERA”), Aspire is deemed the exclusive public school employer of the employees of the School. Aspire will comply with the EERA.

## **Element P: Process for Charter School Closure**

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

- California Education Code Section 47604(b) (5) (P)

In the event that the School closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education (“CDE”), shall be utilized to ensure a final audit of the School to determine the disposition of all assets and liabilities of the School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

### **DOCUMENTATION OF CLOSURE ACTION**

The decision to close the School for any reason will be documented by an official action of the Aspire Board of Directors. The action will identify the reason for the School’s closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

### **NOTIFICATION TO THE CALIFORNIA DEPARTMENT OF EDUCATION**

Notification will be given to the Charter Schools Unit at the CDE and to the County Office of Education. The notification will include the following information:

- A. School name, charter number, and CDS code;
- B. Date of closure action;
- C. Effective date of the closure, if different; and
- D. Reason for the closure.

(Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

### **NOTIFICATION TO PARENTS AND STUDENTS**

The Aspire Board of Directors will promptly notify parents and students of the School, the State Board of Education, the County Office of Education in which the schools are located, the Charter School’s SELPA, the retirement systems in which the School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California

Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

#### **NOTIFICATION TO RECEIVING DISTRICTS**

In the event that any students reside outside the District, the School will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

#### **STUDENT AND SCHOOL RECORDS RETENTION AND TRANSFER**

The School will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of the School's students. All records of the School shall be transferred to the District upon School closure. The School and the District will assist parents in the transfer of their students to other appropriate schools. In the event that the School is unable to transfer student records for any reason, the School will maintain them in a safe and secure location and will provide authorized District employees with access to these records. The School will maintain all school records, including financial and attendance records, for a reasonable period after the School closure.

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

#### **FINANCIAL CLOSE-OUT**

Aspire will have an independent audit completed within six months after the closure of the School. *This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of the School.* The final audit will include an accounting of all the School's financial assets, including cash

and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School. The cost of the audit will be considered a liability of the School.

In addition to this final audit, the School will also submit any required year-end financial reports to the CDE and the District in the form and time frame required, pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

#### **DISSOLUTION OF ASSETS**

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Aspire and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

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

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

Aspire will utilize the School's reserve fund to undertake any expenses associated with the closure procedures identified above.

## **Charter-Related Issues**

### **Term of Charter Petition**

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

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

The School's charter shall begin on July 1, 2014 and will expire on June 30, 2019. Any amendments to School's charter may be made by the mutual agreement of the governing board of Aspire and the District. Aspire may present a petition to materially amend the Charter at any time, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in the Charter Schools Act.

### **Interpreting the Charter**

All terms of the Charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

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

### **Renewing the Charter**

The School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

### **Revoking the Charter**

*A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement. (4) Violated any provision of law.*

*Prior to revocation, the authority that granted the charter shall notify the charter public school of any violation of this section and give the school a reasonable opportunity to cure the violation, unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.*

*- California Education Code Section 47607(b)(1)-(4) and 47607(c)*

The District may revoke the charter of this School, subject to a reasonable opportunity to cure, in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

## District Impact Statement

*The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.*

- California Education Code Section 47605(g)

## Agreement Terms

Aspire acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Aspire, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at the School and of the District. Aspire further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Aspire does not have that Aspire needs in order to meet its obligations, the District shall provide the same to Aspire in a reasonably timely manner upon request.

The District may charge for the actual costs of supervisory oversight of the School not to exceed 1% of the School's revenue, or the District may charge for the actual costs of supervisory oversight of the School not to exceed 3% if the School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

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

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

47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The School's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

In addition, if an allegation of waste, fraud or abuse related to Aspire's operations is received by the District, Aspire shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

### **Facilities**

The School intends to operate at 3200 62<sup>nd</sup> Ave, Oakland, CA 94605-1614 in a rented facility.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the School will operate complies with Education Code Section 47610, not less than 30 days before the School is scheduled to begin operation pursuant to the first year of the initial charter term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another facility during the term of this charter, the School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the School will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The School



shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

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.

### **Administrative Services**

Aspire has an experienced administrative staff that handles a variety of “back office” services like payroll, accounting, and purchasing. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between Aspire and the District.

### **Potential Civil Liability Effects**

The School shall be operated by Aspire Public Schools, 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 charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other authorizer-requested protocol to ensure the District shall not be liable for the operation of the School.

The corporate bylaws of Aspire shall provide for indemnification of the Aspire’s Board, officers, agents, and employees, and Aspire will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks. Insurance coverage may be made by joint powers authority authorized to conduct business in the State of California and limits will set at commercially reasonable levels. A copy of Aspire’s Evidence of Insurance is attached in Appendix XVI. The District shall be named as an additional insured and Aspire will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## Financial Statements

Attached in Appendix XVII, please find the following documents for the School:

- Budget assumptions
- 3-year budget and cash flow
- 3-year budgeted Profit & Loss Statement

Aspire has been receiving funding pursuant to provisions of the California Education Code as it has opted to be direct-funded. Any funds due to the School that flow through the District shall be forwarded to Aspire in a timely fashion.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter;

1. September 1 – Final Unaudited Financial Report for Prior Year
2. December 1 – Final Audited Financial Report for Prior Year
3. December 1 – First Interim Financial Report for Current Year
4. March 1 – Second Interim Financial Report for Current Year
5. June 15 – Preliminary Budget for Subsequent Year

## APPENDIX

- I. Required Signatures
- II. Sample School Calendar
- III. Aspire Elementary Assessment Calendar
- IV. Summary of an Example Interdisciplinary Unit
- V. Sample Data Portal Reports
- VI. Aspire 504 Procedures
- VII. Board of Directors Biographies
- VIII. Proof of Tax-exempt Status
- IX. Aspire Articles of Incorporation, Bylaws, and Conflict of Interest Code
- X. Uniform Complaint Policy
- XI. Discrimination and Harassment Policy
- XII. Aspire Principal Performance Rubric
- XIII. Aspire Instructional Rubric
- XIV. Aspire Sample School Health and Safety Plan
- XV. Suspension and Expulsion Procedures
- XVI. Evidence of Insurance Coverage
- XVII. School Financials
- XVIII. Aspire Fiscal Control Policies
- XIX. Aspire Sample Student Family Handbook
- XX. Leadership Team Biographies
- XXI. Aspire Overview

Appendix I:  
Required Signatures

# CHARTER PETITION

## PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Aspire Technology Academy

The charter school estimates that 270 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are meaningfully interested in having their child attend the School under the charter petition. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Aspire Technology Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Tatiana Epanchin, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name Nombre de Padre	Child's Name Nombre de Estudiante	Signature Firma	Date Fecha	Grade Level 2014-2015 Grado en 2014-2015	Address Domicilio	Phone Contact Numero Telefónico
Ana C. Jimenez	Andres Jimenez	Ana C Jimenez	12/6/13	3rd	9933 E. St. Oakland 94603	(510) 918-6351
Celia Crown	Jesse's Forfan	Celia Crown	12/19/13	3rd	1078 73 Rd Ave	510 432-6814
Dolores Marin	Vanesa Liliana	[Signature]	12/09/13	1st and 3rd	1606 57th Ave Oakland	510 (213) 40-67
Laura Estrada	Daniela Gomez	[Signature]	12/9/13	4th	5349 Bancroft Oak	510 692-0230
Liliana Romero	Peter Ramirez	[Signature]	12/19/13	1st	997 8th Ave Apt C Oakland CA 94612	(510) 479-2605
Ramiro Mendez	BRAYAN Mendez	R/M	12/9/13	4: Grade	997 8th Ave Apt C Oakland CA	(510) 367-0891
Teresa Aguilera	Linda Guad	[Signature]	12/09/13	5 Grado	2327 63rd Ave	(510) 575 3153

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

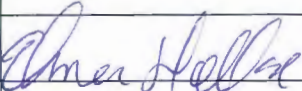
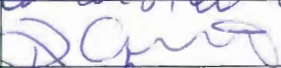
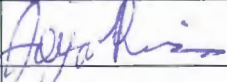
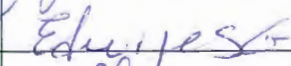
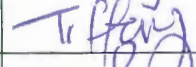
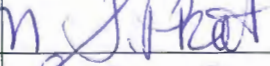


# CHARTER PETITION

## PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Aspire Technology Academy

The charter school estimates that 270 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

We, the undersigned parent or guardian, support the request of our charter petition and believe the attached charter petition merits consideration. We hereby petition the Oakland Unified School District (OUSD) Board of Education to grant a charter term to Aspire Technology Academy pursuant to Education Code Section 47605 beginning July 1, 2014 with the opportunity to request subsequent renewal terms of the charter as described in the Charter Schools Act.

The petitioners authorize the Lead Petitioner, Tatiana Epanchin, to make or negotiate amendments to the attached charter as necessary to secure approval by the OUSD Board of Education.

Parent Name Nombre de Padre	Child's Name Nombre de Estudiante	Signature Firma	Date Fecha	Grade Level 2014-2015 Grado en 2014-2015	Address Domicilio	Phone Contact Numero Telefónico
Elmer Holland	Amaya Knox		12/9/13	5th	1434 48th Ave Oakland CA	510-328-8481
Desmona Chrmsing	Kendra Adams		12/9/13	1st	2470 Hewescourt, Oakland	510-453-3328
Joyahines	Juliana Baker		12/9/13	1st	1431 Hewescourt Blvd Oakland, CA 94621	510-943-7170
Edwige S G	Jennifer G		12/9/13	5th	1429 104th Ave Oakland	510-563-0308
Tiffany	Shania		12/9/13	3	6914 Morcken	794-6527
S. Pratt M	Rahkeem M		12/9/13	4th	1015 94th Ave Oakland	510-5839
CHARLES CUMMINGS	JORDAN CUMMINGS		12/9/13	2nd	2549 MONTICELLO AVE OAKLAND CA 94601	510-646-6879
CHARLES COLSTON	ZOEY COLSTON		12/9/13	5th	509 COLLIER AVE #1 OAKLAND, CA 94611	510-479-3848

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

# CHARTER PETITION

## PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Aspire Technology Academy

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Parent Name Nombre de Padre	Child's Name Nombre de Estudiante	Signature Firma	Date Fecha	Grade Level 2014-2015 Grado en 2014-2015	Address Domicilio	Phone Contact Numero Telefónico
Efonius Timmons III	TREY Timmons	[Signature]	12-9-13	1st	2332 Havenscourt BLVD OAKLAND CA	(510) 632-6870
Efonius Timmons III	Carmelo Timmons	[Signature]	12-9-13	2nd	2332 Havenscourt OAKLAND, CA. BLVD	(510) 632-6870
Raymond Hamilton	Angelo Attieri-Hamilton	[Signature]	12-9-13	5th	2508 62nd OAKLAND CA. 94605	(510) 402-6252
Jose Roberto Alvarez	ALEX/TATIANA	[Signature]	12-9/13	3rd & 1st	980 Berthard Dr. OAKLAND CA 94603	(510) 846-2205
Lillian Tarango	Jasmine Deraven	[Signature]	12/9/13	3rd	2701 - 64th Ave. #201 Oakland, Ca. 94605	510-913-1250 510-562-8400
Maria Valera	OSCAR MURIELA	[Signature]	12/9/13	5th	2404 Greenwood Dr San Pablo, CA 94806	(510) 461-6438
Chris Finley	Heaven Finley	[Signature]	12/9/13	4th	5817 E. 16 ST # C OAKLAND CA. 94621	(510) 355-2084
[Signature]	Calyn Ellis	[Signature]	12/9/13	2th	3223 [Signature] Ave OAKLAND CA 94619	(510) 383-6661

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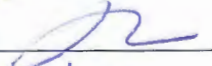
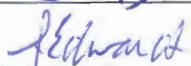
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Yesenia Rivera	Britney Magaña		12-09-13	2	6638 MacArthur Blvd	510-878-0583
Duice Santos	Jorge Magaña	Duice Santos	12-09-13	5	6638 MacArthur Blvd	510-878-0583
Alma Duenas	Itzel Duenas		12-09-13	4	1248 86th Ave	510-878-0292
Alma Duenas	Alma Duenas		12-9-13	K	1248 86th Ave	510-878-0292
JESUS DIAZ	KARLON ESTRADA	J.D	12-9-13	1	2217 FOOTHILL BLVD	510-967-2163
JESUS DIAZ	HUGO ESTRADA	J.D	12-9-13	2	2217 FOOTHILL BLVD	510-967-2163
Ashli Schwandt	Zariya Edwards		12-9-13	2	7952 Sunmist Dr	(510) 715-1981
"	"	Alexa Edwards	12-9-13	K	"	"

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Andriana Mitchell	Isaiah Mitchell	<i>Andriana Mitchell</i>	12/9/13	4th	2741 68th Avenue	(510) 827-8564
Cheree Rivers Brown	Bryxton Brown	<i>Cheree Rivers Brown</i>	12/9/13	4th	2596 61st Ave	(510) 306 0540
Juana Robinson	Rashaud Robinson	<i>Juana Robinson</i>	12/9/13	3rd	1910 40th Ave Oakland CA	(510) 485 4605
Juana Robinson	Raniyah Robinson	<i>Juana Robinson</i>	12/9/13	4th	1910 40th Ave Oakland CA	(510) 485 4605

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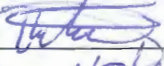


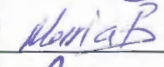

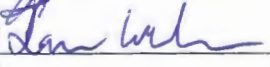
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Tenia English	Jahsain Edwards		12/9/13	1	3328 Seminary Ave Oakland Ca 94605	925-565-5627
Teresa Aguilar	Armando G.		12/09/13	1	2327 63 <sup>rd</sup> Ave	(510) 575 3153
ADRIANA NASEBA	JEREMIAH NASEBA		12/9/13	3	P.O. BOX 43021 OAKLAND CA 94624	510-5907579
Josephine Jackson	Enis Johnson		12-9-13	2	7600 DEERWOOD OAK CA 94605	510 866 5903
Maria Braganca	Angel Chicks		12-9-13	1	2631 69 AVE C	(510) 978-8703
Tatiana Williams	Jada Williams		12-9-13	3	8900 D St Oakland, CA	(510) 910-2283
Tanikka Williams	Jela Williams		12-9-13	3	8900 D St Oakland, CA	(510) 910-2283 220-6386

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Dawnisha Johnson	Marista Richards	<i>[Signature]</i>	12/9/13	2nd	3201 64th Ave, Apt. C Oakland, CA 94605	510-825-7467
Rodriguez Maria	Tanet Barragan Maria R.	<i>[Signature]</i>	12/9/13	3rd	940 66 AVE #206 Oakland CA 94621	(510) 776-9439
Rodriguez Maria	Alondra Barragan maria R.	<i>[Signature]</i>	12/9/13	4rd.	940 66 AVE #206 Oakland CA 94621	(510) 776-9439
Gerardo Avelar	Kimberly Avelar	<i>[Signature]</i>	12/6/13	1 <sup>st</sup>	1606 HSTRAVE OAKLAND CA 94601	(510) 465-6173
Rosa Castillo	Marce Jimenez	<i>[Signature]</i>	12/10/13	3rd	2026 80TH AVE	(510) 878-0008

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EGYPT Cenillory	NIAMEY Cenillory	<i>Egypt Cenillory</i>	12/10/13	5TH	7425 HILLMONT DR OAKLAND CA. 94605	(510) 290-5500 (510) 274-3050
Danae Ford	Jessica Hudson Selwyn Montgomery	<i>Danae Ford</i>	12-10-13	2nd	2785 EC REEMS COURT 1A Oakland, California 94605	510-544-9169
Monze MOSS	Montgomery	<i>Monze Moss</i>	12-10-13	1st		(510) 759-9912
Cheree Rivers Bran	Braxton Bran	<i>Cheree Bran</i>	12/10/13	4th	2596 68th Ave 94605	(510) 382-9990
Medline Udechine	Nneoma Udechine	<i>Medline Udechine</i>	12/10/13	K	2678 79th AVE 94605	(510) 472-0521
Lisa SiClemens	Tamari Smith	<i>Lisa SiClemens</i>	12/10/13	3	2660-65th Ave	510 712-8798
Rosa Avalos	David Cardenas	<i>Rosa Avalos</i>	12/10/13	K	1143 75th Ave. Oakland, CA 94621	510-910-1555
Jose Rodriguez	Evelyn Rodriguez	<i>Jose Rodriguez</i>	12/10/13	3		(510) 415-3332

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Ramona Saunders	Jada Williams	<i>Ramona Saunders</i>	12/10	4	10807 Bread Ave	632-2557
Ramona Saunders	Jalaila Williams	<i>Ramona Saunders</i>	12/10	4	10807 Bread Ave	632-2557
Roger	Ripelee	<i>Roger</i>	12/10	1st	4059 Alameda Ave	415 4656

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Lisa Roberts	Keerishan Roberts	<i>[Signature]</i>	12/10/13	6 <sup>A</sup>	21301 80th Rd. #5 Katy, CA 94544	(510) 882-3272
Tanikka Williams	Jada Williams	<i>[Signature]</i>	12/10/13	3 <sup>rd</sup>	8900 D St Oakland, CA 94621	(510) 220-6380
Tanikka Williams	Jala Williams	<i>[Signature]</i>	12/10/13	3 <sup>rd</sup>	" "	" "
Alondra Duran	IKTZEL Vasquez	Alondra Duran	12/10/13	6	2777 K1 Seminole way Hayward CA 94541	(510) 207-7930
Alondra Duran	Jesus Vasquez	Alondra Duran	12/10/13	4	2777 K1 Seminole way Hayward CA 94541	(510) 207-7930
Wilmer Orellana	Odalys Orellana	<i>[Signature]</i>	12/10/13	K	776 MacArthur Blvd Apt C Oakland, CA 94605	(510) 938-1790
Sandra Fuentes	Odalys Orellana	<i>[Signature]</i>	12/10/13	K	776 MacArthur Blvd Apt C Oakland CA 94605	(510) 395-2625

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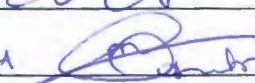
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CHARLES COLSTON	ZOEY COLSTON		12/10/13	5th	5009 CONGRESS AVE OAKLAND, CA 94601	510-479-3848
BEVERLY-BLESSING	BENITE-BAZINGA		12/10/13	2nd	6640 MACARTHUR BLVD #E, OAK CA 94605	510-776-0408

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Quindio Casco	Gloria Casco		12/10/13	1	1824 103 Oakland CA 94607	510-875-804
DSTANINA Richard	Saniyah Vann		12/10/13	1	720 East 11th #209 Oakland CA 94612	(510) 258-9837
Susan Richard	Joshua Porter		12/10	4	280 Serrano Rd Oakland CA	(510) 414-4497
Marisela Gonzalez	Itzel Gonzalez	Marisela Gonzalez	12/10/13	5	3235 63 Ave Oakland CA 94601	510 638-3237
Maria Rodriguez	Isabel B. Maria R		12/10/13	3	940 66 AVE #206	510 770-9439
Maria Rodriguez	Alexandra B. Maria R		12/10/13	4	940 66 AVE #206	510 376-9437
Jose Gonzalez	MICHELLE			5	1166 58 TH AVE	510 682-203
MICHELLE Comeaux	MYLON TURNER ARMON TURNER	Michelle Comeaux	12/10/13	5 <sup>th</sup> / h	P.O. Box 3552 San Leandro, CA 94578	(510) 684-6635

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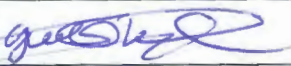


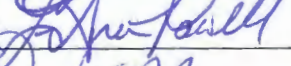

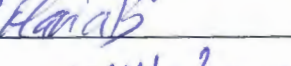
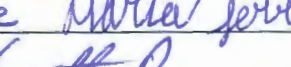
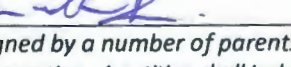
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Gregorio Mendez	BRYAN MENDEZ		12/10/13	7: Grade	7867 Hillside St Oakland CA 94625	(510) 367-0891
Mysti Knight	Samara Levi		12/10/13	1st	11024 74th Ave Oakland, CA 94621	510 435 0446
Erica McConico	Abdiel Moza		12/10/13	3 Grade	6181 Laurel Ave Oakland Ca	(510) 967-0654
LeAnna Powell	Jaracé Ruthledge		12/10/13	5th	9227 C Street Apt #10 Oakland CA 94603	(510) 472-1941
Pamela Mason	Paige Lee		12/10/13	1st grade	4054 Allendale Ave #1	(510) 575-2094
Maria Baniogri	Angel O		12/10/13	1	7031 69th Ave C	(510) 978-5707
Maria Ferrer	Sirami Ferrer					
LeNectrice Rice	Ryker Rice		12/10/13	Kindergarten	930 Plummer Ave Oakland, CA 94612	(510) 692-0844

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school, [...]. **The proposed charter shall be attached to the petition.** (emphasis added)

## CHARTER PETITION

### PARENT OR GUARDIAN MEANINGFULLY INTERESTED IN ENROLLING THEIR CHILD AT: Aspire Technology Academy

The charter school estimates that 270 students will be enrolled by the charter school during its first year of operation under the charter term. The petitioners listed below certify that they are parents or guardians who are **meaningfully interested in having their child attend the School under the charter petition**. Signatures are subject to verification.

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Jawarte Bobino	Tyrone Mallett Jr	<i>Jawarte Bobino</i>	12/10/13	2	1254 107th Ave Oakland, CA 94603	510-593-5886
Jawarte Bobino	Dominick Martin	<i>Jawarte Bobino</i>	12/10/13	2	1254 107th Ave Oakland, CA 94603	510-593-5886

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Maria Gonzalez	Anthony Glez	Maria Gonzalez	12/10/13	6 <sup>th</sup>	5523 E 16 st	<del>(510) 510-</del>
KORESH ADAMS	KENDRA ADAMS	Korsh Adams	12/10/13	1 <sup>ST</sup>	Oakland Ca 94621	(510) 501-3622
Ushie Dremar	ERIKEL THUSA	Ushie Dremar	12/10/13	4 <sup>th</sup>	2470 HAVENS COURT BLVD OAKLAND, CA 94605	(510) 453-3330
DeJuan Davis	Dontay Davis	D Davis	12/10/13	Kender	2160 Havenscourt Blvd Oakland	(510) 915659
Franciscos	Aciofo S	Francisco	12/10/13	1 <sup>st</sup>	9909 Est Oakland	510-943-7272
Arianna S	Arianna S	Arianna S	12/10/13	4 <sup>th</sup>	9909 Est Oakland	510-748-3555
Duce Santos	Jorge Nagaria	Duce Santos	2/10/13	4 <sup>th</sup>	2123 Church St 94621	(510) 731-8669

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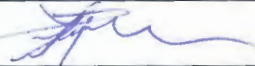
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David Lopez	INDIRA-LOPEZ		12-12-13	2 <sup>nd</sup>	3045 MAPLE AVE OAKLAND	510-896-9517
Angelica Guandique	Alonzo Morcada	Angelica Guandique	12-12-13	4 <sup>th</sup>	2350 - 63rd Ave 94605 OAKLAND	415-797-2593
Chavone Willis	Cheyanna Hines	Chavone Willis	12-10-13	3 <sup>rd</sup>	6122 HILTON ST Apt 94605	3554123
Meisha McGibbon	Richard Posey	Meisha McGibbon	12-10-13	2 <sup>nd</sup>	6908 Holiday Ave	6359463
Tanya Mitchell	Hayer Asia	Tanya Mitchell	12/10/13	K	8351 Iris St OAK CA	759-7831
Angela Hill	Aaliyah Cussaux	Angela Hill	12/10/13	4	7407 Fresno St OAK	510 467-6383
<del>Angela Hill</del> Elani Boling	Elani Boling	Angela Hill	12/10/13	K	" " "	510 467-6383

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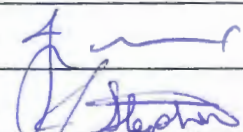
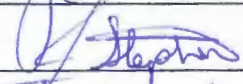
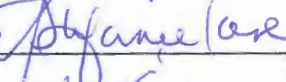
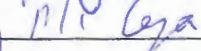
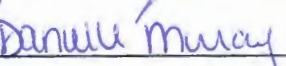


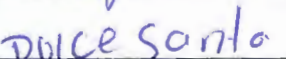
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Joanna Thomas	Gianni Moore			4	2400 MacArthur	
Jimmy Stephens	Asya Stephens		12-10-13	5	116 Malcolm drive	510-978-3709
Stefanie Keene	Skylar Reed-Latimore		12-10-13	2	4867 Moraga Ln Strickton 95206	510-325-2858
Maria Ceja	Benjamin Ceja		12-10-13	2	2450 60th AVE	510-567-3275
Danielle Murray	Amari Rhodes		12-10-13	1	1330 88th Ave	510-395-6026
Ricardo Fajardo	Mavelyn Fajardo		12-10-13	3	<del>6638 MacArthur Blvd</del>	510-878-0583
Wesenia Rivera	Britney Nogueira		12-10-13	2	6638 MacArthur Blvd	510-878-0583
Dolce Santos	Isabella Nogueira		2-10-13	5	6638 MacArthur	510-878-0583

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Tiana Tafa	Puffen Newman	[Signature]	12/10/13	4th	959 Village Circle Oakland	510 875-0597
Steven Cummings	Jordan Cummings	[Signature]	12/10/2013	3rd	1427 74th Ave Oakland CA	510 646-6858
DR. DANIELLE BART DEVERLY HUDSON	Ta'Ni Walker	[Signature]	12/10/2013	3rd	6616 Easthawk St Hayward, CA OAK, CA	(510) 484-8477
Kenneth Edwards	Zahira Edwards	[Signature]	12/10/13	1st	Oakland, CA	(510) 289-8933
Taylor Keere	Skyler Keed-Latrena Jay	[Signature]	12/10	3rd	2311 57th Ave	510-481-9400

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Dania Perez	Glوريا Casco	<i>Leaning</i>	2/10/13	2nd	1824 103rd Ave Oakland CA 94603	(510) 875-9804
Nima Brooks	JAMAL HOLLISTER	<i>Nima Brooks</i>	2/10/13	<del>2nd</del> 1st	22601 SIERRA AVE	510 395-7153
NIMA BROOKS	JAMEL HOLLISTER	<i>Nima Brooks</i>	2/10/13	<del>2nd</del> 1st	"	"
NIMA BROOKS	JAMES HOLLISTER	<i>Nima Brooks</i>	2/10/13	<del>2nd</del> 3rd	"	"
Nikki Miles	Rhyanna Wesley	<i>Nikki Miles</i>	2/10/13	<del>2nd</del> 1st	7414 Holly St Oakland, ca 94621	510 355-6003
DEVON JACKSON	Epanna Jackson	<i>Devon Jackson</i>	12-10-13	<del>2nd</del> 1st		
Yolanda Diaz	Brianna Diaz	<i>Yolanda Diaz</i>	12-10-13	5th	Oakland, ca 94605 8038 Idlewood St	510 355-7528
Rosa Ramirez	Marelin Fajardo	<i>Rosa Ramirez</i>	12/01/13	4	3201 G	510 703952975

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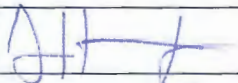
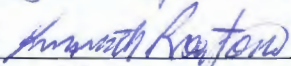
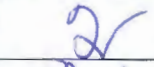

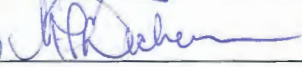


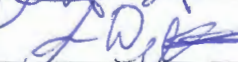
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Tiffany Pope	Tanner Smith		Dec 10, 2013	3rd	2660 65th AVE	(510) 791-3261
KENNETH Rayford	Arian Rayford		12/10/13	5th Grade	BAY POINT, 94565 1142 SOLANO AVE	(510) 395-7479
Tannica Vallery	Tatiana McElwaine		12/10/13	1st Grade	1145 Grand Ave Oakland, CA 94621	(510) 417-8028
Sandra Fuentes	Catalys Osellana		12/10/13	K	7716 Macarthur Blvd Apt C Oakland CA 94605	(510) 395-2625
Miyasha Dickerson	Sirius Dickerson		12/10/13	2	2830 21st #116 San Pablo CA 94806	510 712 6285
LASHONDA DUPREE	DONNAE JONES Jr.		12/10/13	4	6126 Hillside St #4 Oak. Ca. 94621	925-435-5281
Juan Avalos	José Carlos		12/10/13	2	2025 39th Ave Oakland	(510) 427-5651
Lamaine Williams	Kamryn Williams		12/10/13	1	809 Coburn Ct #10 San Leandro, CA 94578	(510) 290-3128

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Anacla Fintey	Heaven Fintey	<i>[Signature]</i>	12/11/2013	4th	Oakland CA	510-340-6108
Christy Fintey	Heaven Fintey	<i>[Signature]</i>	12/11/2013	4th	Oakland	510-555-2686

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Fabrizio Banks	Julio Banks	Fabrizio Banks	12/11/13	5th	25725 Garryway Road Hesperia CA 92341	(510) 327-7005
Victor & Ana Brantley	Victor & Ana Brantley	Victor & Ana Brantley	12	2th	6234 Ave Oak Ave 2 94605	310 91
Evelyn Ramirez	Mania Aviles	Mania Aviles	12/11/13	3rd grade	6900 Arthur St. Oak CA 94605	(510) 415-3897
Melissa Tarango	Jeremiah Dysart	Melissa Tarango	12/10/13	Kindergarten	2701 - 44th Ave. #201 Oakland, Ca. 94605	510-677-1673
KEQUETH RICE	LYEN RICE	KEQUETH RICE	12/10/2013	Kindergarten	930 54th Avenue Oakland, CA 94621	(510) 692-0844
Nicolas Lewis	Nina Lewis	Nicolas Lewis	12/10/2013	3rd	6119 Dunn St OAKLAND CA	510 1256-6148
Eloisa Cruz	Jennifer Cruz	Eloisa Cruz	12/11/2013	5th	148 Kerwin Ave Oakland C.A. 90	(323) 272 9635
Nancy Moncada	Joel Serrano	Nancy Moncada	12-11-13	5th	2333 63rd Avenue Oakland, CA 94605	510 717-2384

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Edna Stewart	Maya Boeman St	<i>Edna Stewart</i>	12/11/2013	5	8501 Birch St Oakland	510-395-3572
Jose Peñate	Belen Peñate	<i>Jose Peñate</i>	12/11/13	2nd	1618 51 Ave. Oakland	(510) 678-6510
Akeshia Renee	IVAN Renee	<i>Akeshia Renee</i>	12/11/13	K & 5 <sup>th</sup>	720-52 <sup>nd</sup> St. Oakland	510-388-9951
Darisha Fields	Amari Williams	<i>Darisha Fields</i>	12/11/13	3	532 16 <sup>th</sup> St #301 Oakland, CA 94612	(510) 525-8793

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. **The proposed charter shall be attached to the petition.** (emphasis added)

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Jenny Lou/10 Trenton	Lyasi Selman	[Signature]	12-11-13	2nd	1815 74th Ave HC	510-604-2353
Jenika Mack	Jazmyne	[Signature]	12-11-13	1st	1501 40th Ave	(510) 383-0649
Maria Yanez	Aldagael Cruz-Yanez	[Signature]	12/11/13	3rd	1945 86th Ave.	(510) 430-1231
Raymundo Ayala	Enman Ayala	[Signature]	12-11-13	3rd		
Thomas Moron	Jamaria Pickens	[Signature]	12-11-13	2nd	6850 Foothill Blvd #202	(510) 904-2871
Mario Penate	Belen Penate	[Signature]	12-13-13	2nd	161851 Ave Oakland CA	(415) 678-6182

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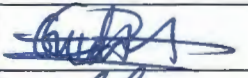
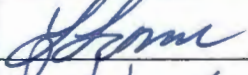
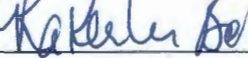

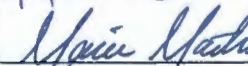
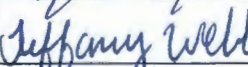
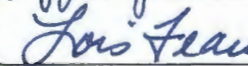
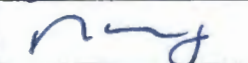
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Gregorio Nunez	Jocelin		12-10-13	3	9424 Lawlor Cr	510-5757000
Lutrice Jones	Ky'iah King		12-11-13	2	1475 E 22 <sup>nd</sup> APT 4	510-717-1129
Rakeshia Bonade	Keishann Rice		12-11-13	K	6006 International Blvd #201 Oakland, Ca. 94601	510-325-9511
Kenneth Jackson	Jacob Jackson		12-11-13	5	2333-99th Ave, On	510-875-9390
Maria Martinez	Alfredo Martinez		12-11-13	5	1248 96 <sup>th</sup> Ave 94603	(510) 689-7106
Tiffany Webb	BROOKE Webb		12-11-13	K	2466 SEMINARY AVE 94603	510-401-7777
Lois Feas	Kelly Louis		12-11-13	4	8337-INTERNATIONAL OAKLAND, CA.	(510) 282-5843
Na'lah Craig	Josiah Herring		12.11.13	K	6656 Laird Ave #D OAK. CA 94605	510 472.2515

Education Code §47605(a)(3) The petition has been signed by a number of parents or guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. A petition shall include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his or her child, or ward, attend the charter school,...]. The proposed charter shall be attached to the petition. (emphasis added)

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Gabriel Romos	Venesa Romos	<i>[Signature]</i>	12/11/13	3		510 479 3229
Gabriel Romos	Tatiana Romos	<i>[Signature]</i>	12/11/13	1		510 479 3229

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Kenye Henry	Anjelay Scott		12-11-13	5	6330 Camden St	510 904-7343
Dolores Marin	Vanesa Ramos		12-11-13	3rd	1606 57th ave	510 479-3229
Gabriel Ramos	Liliana Ramos		12-11-13	1 <sup>st</sup>	1606 57th ave	510 213 4067

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DaMarr Eagles	Brooklynn <sup>Eagles</sup>	DaMarr	12-11-13	K	11818 Foothill way	510-825-4534
Laura Estrada	Daniela Gomez	Laura Estrada	12-11-13	2 <sup>nd</sup> / 4 <sup>th</sup>	5349 Bancroft Ave	(510) 692-0236
Perla LUGO	Ibis Vega	Perla Lugo	12-11-13	4 <sup>th</sup>	9921 Sullinside St Oakland CA 94603	(510) 967-1939
Teresa Salcido	Indira Lopez Salcido	Teresa Salcido	12-11-13	3 <sup>rd</sup>	3045 Maple Ave Oakland CA 94602	(510) 541-1583
Maria Yanez	Anreymi Cruz-Yanez	Maria Yanez	12-11-13	3 <sup>rd</sup>	1445 86th Ave Oakland, CA 94621	(510) 430-1231
Joz Cotton	Diana Amador	Joz Cotton	12/11/13	2	7025 34th Oakland CA 94611	(510) 427-5657
Stephanie Gregory	Calyn Ellis	Stephanie Gregory	12/11/13	2	3233 Heerich Ave Oakland, CA 94621	(510) 383-6401
Jenaha Whitt	Raylan London Turner	Jenaha Whitt	12/11/13	K, 2 <sup>nd</sup>	1006 Jolicea Court Hayward CA	(510) 637-9874

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Appendix II:  
Sample School Calendar

## Sample School Calendar

### July

S	M	T	W	Th	F	S
	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				

### July

---

### August

S	M	T	W	Th	F	S
				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	28	29	30	31	

### August

---

1: Ice Cream Social  
 5: First Day of School  
 17: Bay Area PD Day (*No School*)  
 17: Saturday School

Days of Instruction: 19 days

### September

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	25	26	27	28	29
30						

### September

---

3: Labor Day  
 11: ASC Meeting  
 13: Bay Area PD Day (*No School*)

Days of Instruction: 18 days

### October

S	M	T	W	Th	F	S
		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			

### October

---

8 - 12: Fall Break (*No School*)  
 17 - 19: Student Led Conferences  
 23: ASC Meeting  
 26: Autumn Book Festival

Days of Instruction: 18 days

### November

S	M	T	W	Th	F	S
					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	27	28	29	30	

### November

---

13: ASC Meeting  
 19 - 23 Thanksgiving (*No School*)

Days of Instruction: 17 days

### December

S	M	T	W	Th	F	S
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	28	29
30	31					

### December

---

11: ASC Meeting  
 20: Last Day with Students  
 21: Data Analysis Bay Area Wide  
 24 - 31: Winter Break (*No School*)

Days of Instruction: 14 days

### January

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### January

---

1 - 11: Winter Break (*No School*)  
 14: Classes Resume  
 21: MLK Day (*No School*)  
 22: ASC Meeting

Days of Instruction: 13 days

### February

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	25	26	27	28		

### February

---

1: PD Day (*No School*)  
 12: ASC Meeting  
 18: Presidents' Day (*No School*)  
 27 - 28: Student Led Conferences

Days of Instruction: 19 days

### March

S	M	T	W	Th	F	S
						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	28	29	30
31						

### March

---

1: Student Led Conferences  
 12: ASC Meeting  
 25-29: Spring Break (*No School*)

Days of Instruction: 16 days

### April

S	M	T	W	Th	F	S
		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				

### April

---

1-5: Spring Break (*No School*)  
 23: ASC Meeting

Days of Instruction: 17 days

### May

S	M	T	W	Th	F	S
				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	29	30	31	

### May

---

6 - 10: STAR Test Week  
 27: Memorial Holiday (*No School*)

Days of Instruction: 22 days

### June

S	M	T	W	Th	F	S
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	28	29
30						

### June

---

8: Saturday School  
 13: Kinder Celebration  
 14: 5th Grade Promotion  
 14: Last day of School

Days of Instruction: 10 days

\*Check the monthly calendar for updates and changes



Appendix III:  
Aspire Elementary Assessment Calendar



## 2013–2014 Aspirewide Elementary ASSESSMENT CALENDAR DRAFT

Time of Year	Grades/Students	ASSESSMENT	DUE DATE	Test Type
Beginning of Year	1 - 5	Math Fall Benchmarks	Within first 30 days of instruction	Universal
	2 - 5	Reading/Writing Fall Benchmarks		
	1 - 3	Dibels (Recommended)		
	4 <sup>th</sup> /5 <sup>th</sup> Graders Who Scored FBB/BB on ELA CST	SRI		Diagnostic
	5 Optional	Math Basic Skills Test	Between weeks 5 & 10	Universal
	1 - 5	<b>DRA (Scanned into Edusoft by 10/25)</b>		
	K - 5 Optional	Expository Wrt Snapshot Cycle (Formative Pre)		
	K - 5 Optional	Writing Modules***	Anytime	
Fall	English Learners	CELDT	By Oct 31	Universal
	Students in non Read 180 ELA Interventions	Running Records	Every 4 to 6 weeks	PM*
Early Winter	K - 5	Math Winter Benchmarks	Pre Winter Break	Universal
	2 - 5	Reading/Writing Winter Benchmarks		
	K - 3	Dibels (Recommended)		
	Read 180	SRI		Progress Monitoring
	5 <sup>th</sup> Grade	Math Basic Skills Test**		
Winter	Students in non-Read 180 ELA Interventions	Running Records	Every 4 to 6 weeks	PM*
	K - 5 (DRA Levels A - 38)	<b>DRA -Scanned into Edusoft by 2/21</b> Running record for students at level 40+ NOT SCANNED	3 Months after Fall (Betw Wks 15 & 22)	Universal
	K - 5	Expository Writing Snapshot Cycle (Post)	Feb - End of Yr	
Spring	4 <sup>th</sup> Grade	STAR Writing	March 4th	Universal
	Read 180/ELA Intervention	SRI/Running Records	Mid March	PM*
	2 - 5	Math Pre-CST Benchmarks	4 - 6 wks before STAR	Universal
	2 - 5	Reading/Writing Pre-CST Benchmarks		
	2 - 5	STAR	May	
	5	Physical Fitness Test	By May 30	
End of Year	K - 5	<b>DRA (Scanned into Edusoft 2-3 weeks before EOY to analyze growth)</b>	3 Months after Winter or between Weeks 27 & 34	Universal/ Progress Monitoring
	K - 1	Math End of Year Benchmark	Last 2 weeks of school	
	K - 3	Dibels (Recommended)		
	2 - 5 Optional	Reading, Writing, and Math End of Year Benchmarks		
	Read 180	SRI		Progress Monitoring
	5 <sup>th</sup> Grade Not Passed the MBST**	Math Basic Skills Test		

\*PM = Progress Monitoring (regularly checking to ensure targeted students are showing academic growth)

\*\*Students need to score 90% on the Math Basic Skills Test in order to pass.

\*\*\*Aspire's pre and post writing modules (i.e. Descriptive, Narrative, Response to Lit, Summary, etc. are recommended but not required. They can be administered at the school's discretion.

Appendix IV:

Summary of an Example Interdisciplinary Unit

## Summary of an Example Interdisciplinary Unit

### Change: Life Cycles of Butterflies, Moths, Frogs and Chicks

#### Exit Outcomes

\*Technologist \*Self-Directed Learner \*Effective Communicator \* Creative Quality Producer \*Critical Think \*Collaborative Contributor \*Concerned Citizen: Self, Others Environment

#### Unit Outcomes

Learners will **observe and compare** the development of butterflies and moths (from caterpillars), frogs (from tadpoles), and chicks (from eggs). They will **collect and record** information on the organisms as they grow. While **experimenting**, learners will **predict** outcomes of testable questions. They will **produce** a comparative report that will clearly **demonstrate** the understanding, through **research and observation**, of the life cycle similarities and differences as well as environmental needs of a butterfly vs. a moth.

#### Real Life Performances

Biologist, Zoologist, Researcher, Conservationist

#### Authentic Task

Conservationists collect data on the relationship of different species in order to protect and conserve their habitat. You will study the similarities and differences between butterflies and moths in order to determine the specific needs of the two species if they live in the same habitat. Researchers will present their findings in groups to their peers and parents (the public they are educating about conservation of habitat) with the aid of charts, graphs, research journals, and various other tools of research. Each researcher will produce an individual report on their findings.

#### Concepts:

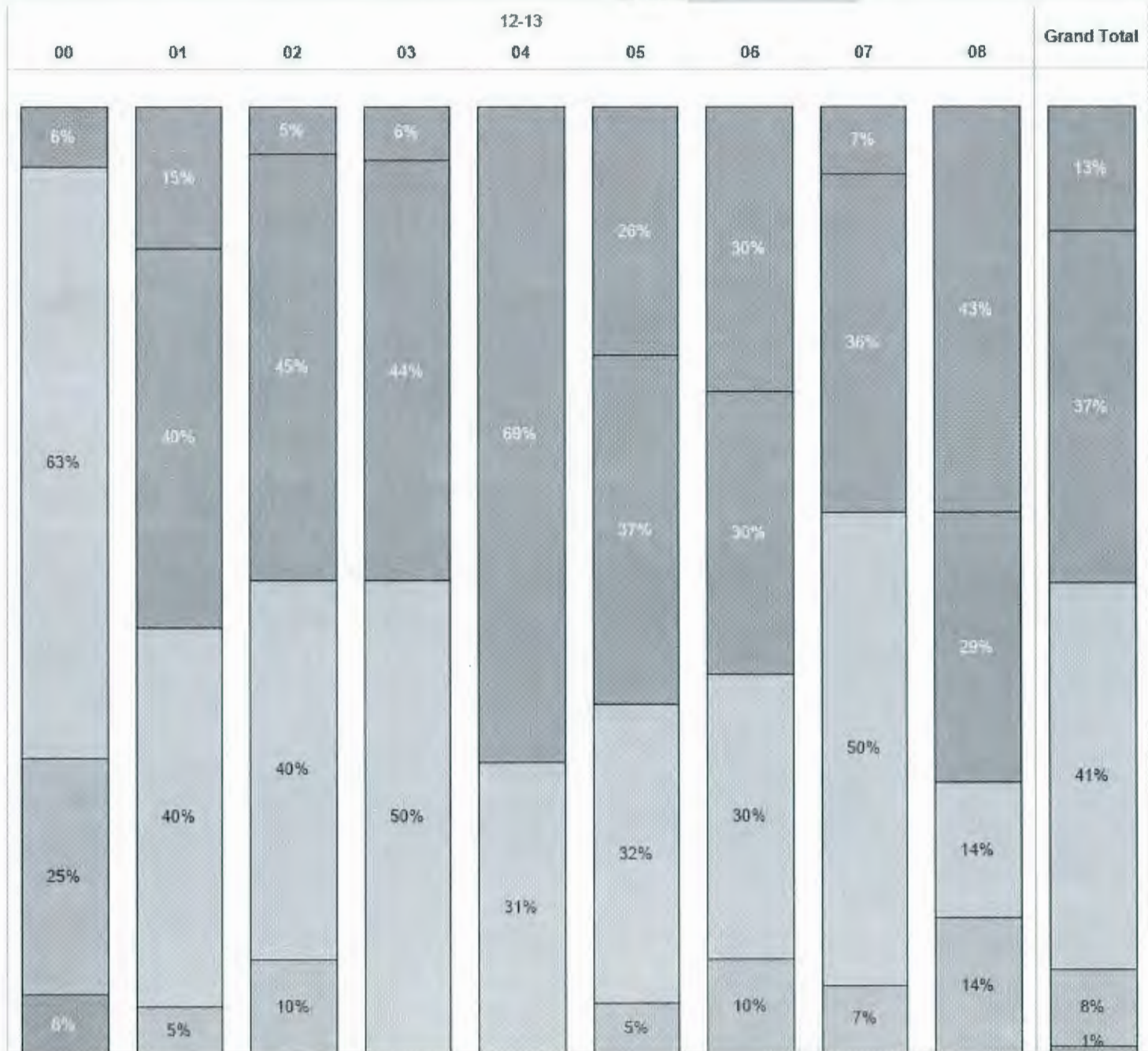
- 1) What do we know, wonder, and how can we find out about the life cycles of butterflies and moths?
- 2) What is an observation, and how do we record good scientific observations?
- 3) What are the needs of a living organism (food, space, air, water, reproduction)? What are the needs of a painted caterpillar/butterfly and silk worm/moth, and how can we provide for them in the classroom? What kind of animals are butterflies and moths and what classification do those classifications of animals have?
- 4) What are the stages in developmental (from egg) of a butterfly and moth?
- 5) What are the parts of a caterpillar and what are their functions?
- 6) What are some testable questions we can use to develop experiments for organisms (e.g. What kind of leaf does a painted lady butterfly prefer?) and how can we safely carry out these experiments?
- 7) How do organisms and butterflies in particular, protect themselves from predators?
- 8) What are the parts and functions of an adult butterfly and moth?
- 9) What are the similarities and differences between a butterfly's and moth's development?
- 10) What is a life cycle, and what are some distinct life cycles in other organisms such as frogs and chick?
- 11) Final Product:
  - a. How are butterflies and moths alike?
  - b. How are butterflies and moths different?
  - c. How can we ensure that a habitat provides for the needs of both?

Appendix V:  
Sample Data Portal Reports

My School Report - CELDT - Grade: 12-13

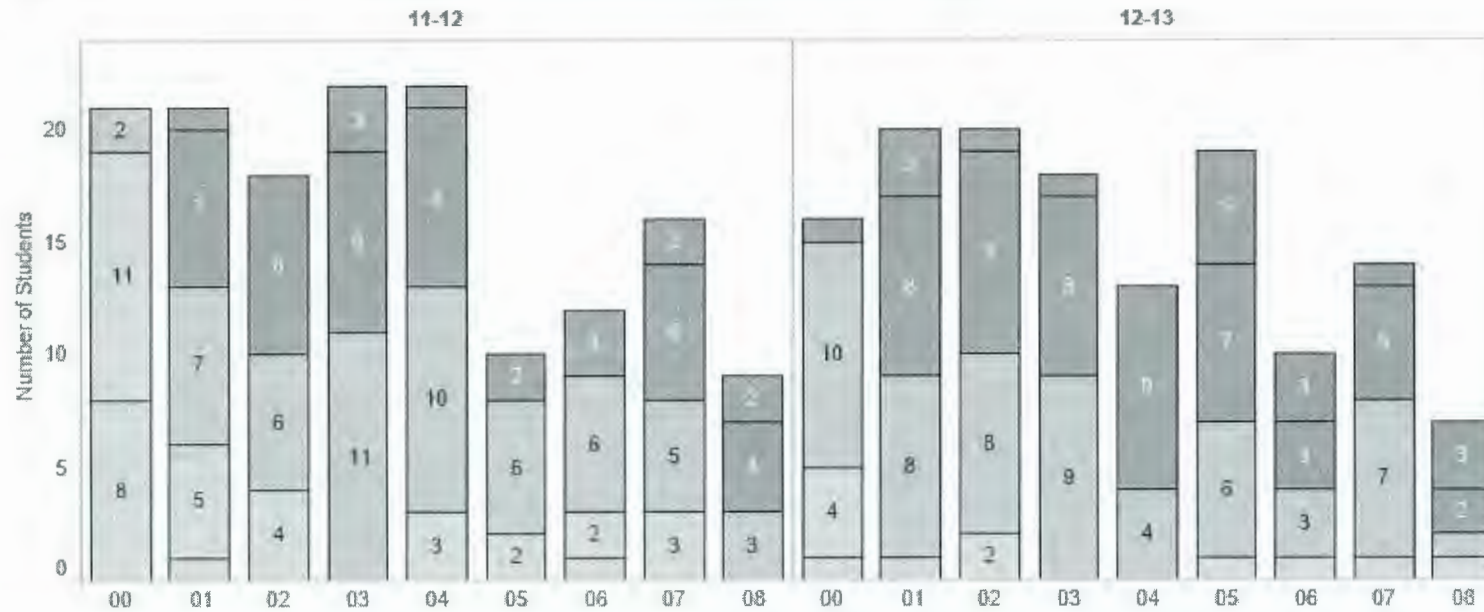
Proficiency Level

- Advanced - CELDT
- Early Advanced - C..
- Intermediate - CELDT
- Early Intermediate - ..
- Beginning - CELDT

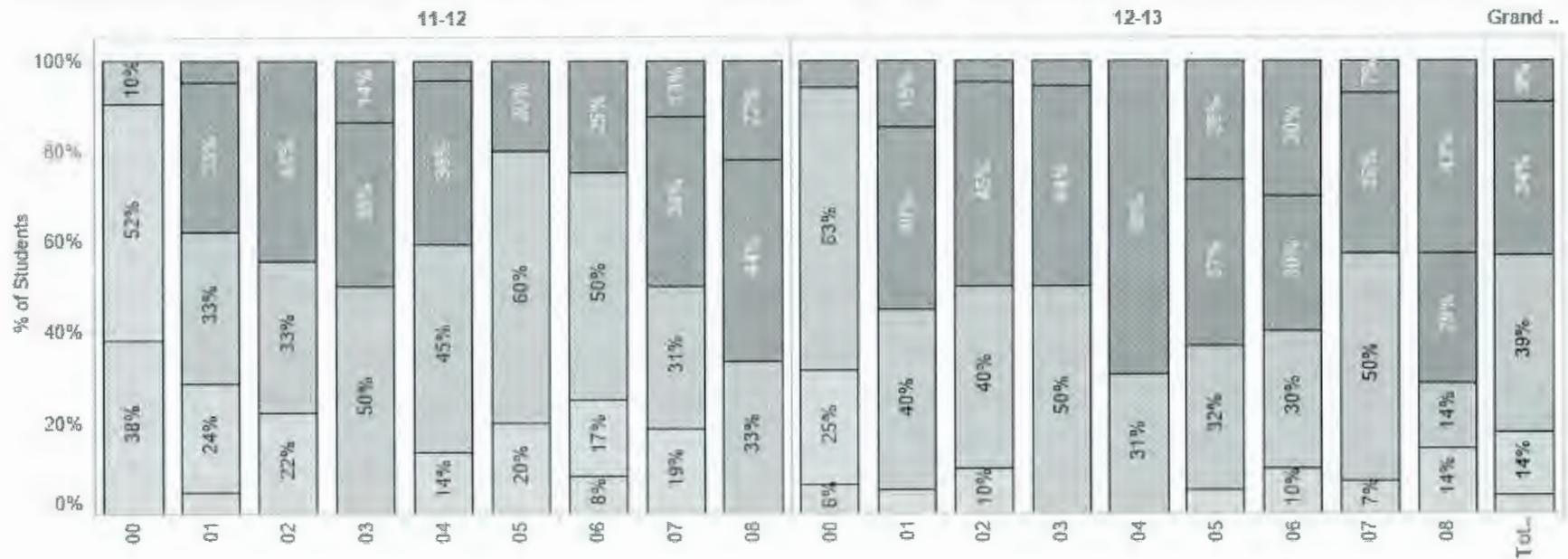




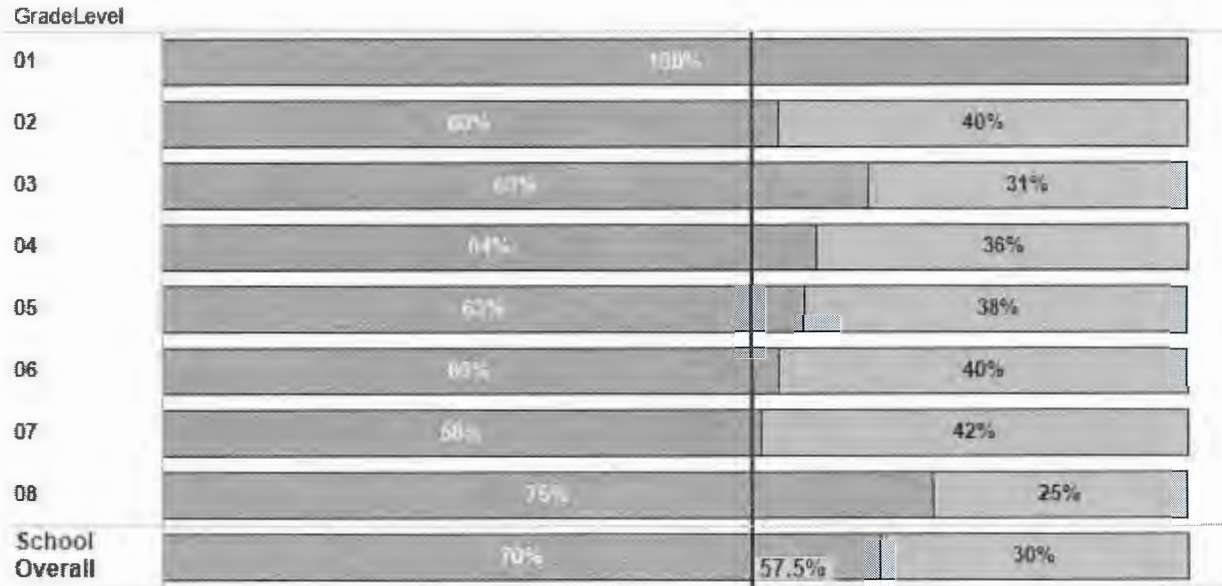
### CELDT Performance by Grade and Year - Count



### CELDT Performance by Grade and Year - Percent



### Are English Learners Meeting the Annual Growth Expectations?

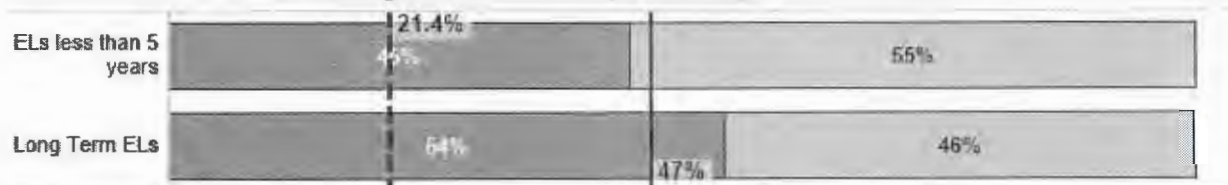


#### Annual Growth

- No Growth
- Annual Growth

— Indicates Annual Growth expectations in 12-13 (57%).

### Are English Learners acquiring English Proficiency?



#### English Proficient

- Not English Proficient
- English Proficient

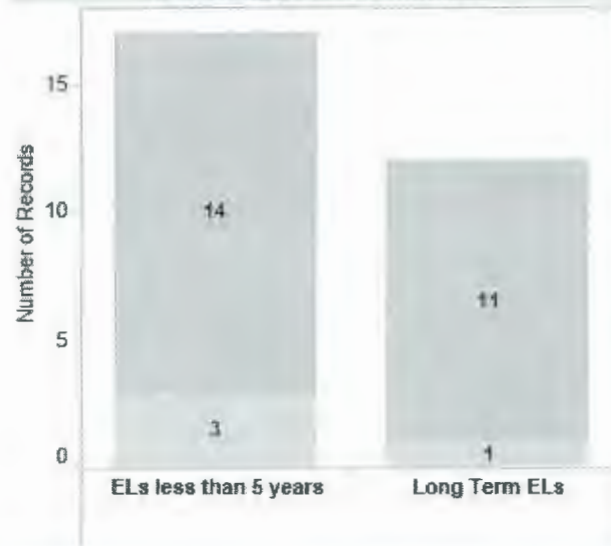
----- Indicates English Proficiency target for ELs less than 5 years in the US in 12-13 (21.4%).

— Indicates English Proficiency target for Long Term ELs in 12-13 (47%).

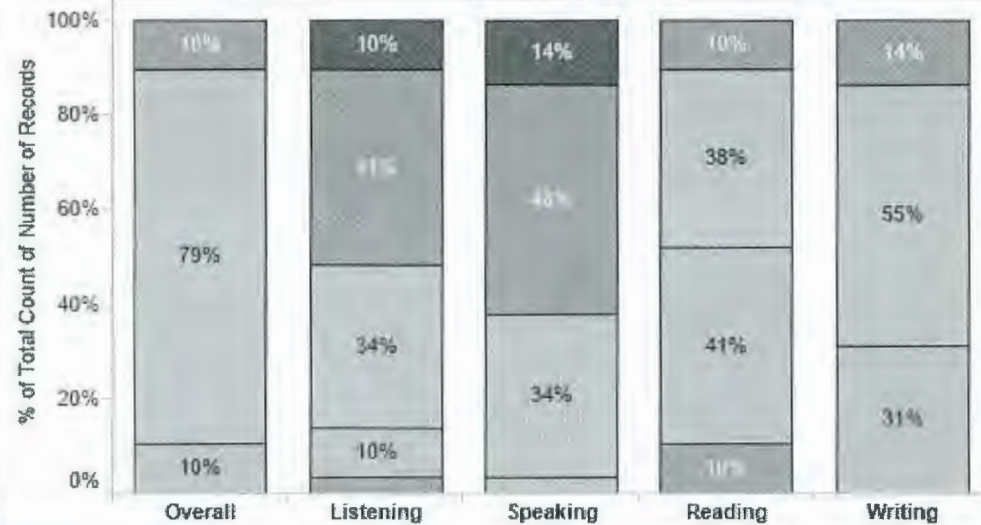
## Your Current EL Targets

This dashboard highlights those students that either stayed at the same level or decreased proficiency levels between 11-12 and 12-13. Students that have been ELs for 5 years or more are considered Long Term ELs.

### Proficiency Level Changes



### CELDT Domains



**Analysis Prompt:** What domains are the most challenging for your ELs that have been in the US for less than 5 years and/or your Long Term ELs? What specific strategies could you use to help these students accelerate their language fluency in the challenging domains?

### Individual Students' CELDT Scores

Student	GradeLevel	Prof Level Changes	Years in US	Overall	Listening	Speaking	Reading	Writing
		Same Level	Long Term ELs	3	3	3	3	3
		Same Level	ELs less than 5 years	3	4	4	2	3
		Same Level	Long Term ELs	4	4	5	1	2
		Same Level	ELs less than 5 years	3	2	4	3	4
		Same Level	ELs less than 5 years	3	4	3	3	3
		Same Level	ELs less than 5 years	3	3	4	2	3
		Same Level	Long Term ELs	3	3	3	4	3
		Same Level	Long Term ELs	3	3	2	4	4
		Same Level	Long Term ELs	3	4	3	2	2
		Same Level	ELs less than 5 years	3	4	4	3	2

**Analysis Prompt:** Do you have English Learners that struggle with a specific domain? What specific strategies could you use to help these students accelerate their language fluency in the challenging domains?

Appendix VI:  
Aspire 504 Procedures

## Part I: Quick and Basic 504 Process Procedures

### Pre-Meeting Process Steps (Before any meeting takes place)

- 1) Referral comes in from SST/RtI/Parent OR annual 504 is due
- 2) Parent Information and Permission forms sent home and returned (within 10 school days of receiving referral)
- 3) Data gathered on disability and impact on educational access
- 4) Meeting Scheduled (within 30 days of permission received back from parents)
- 5) Parent Invite Sent and Returned (Invite sent at least 14 days prior to meeting)

### 504 Eligibility Determination Meeting Process Steps (done at least each 3yr)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of the meeting discussed: initial, review (at least every 3 years) or dismissal
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Review of data/evidence of disability
- 5) Review of data/evidence of impact of disability on a major life function
- 6) Eligibility decision: do they qualify for a 504? Yes or no.
- 7) Parent agreement or disagreement (refer to Director of Student Services)
- 8) Signatures and documentation, next 504 scheduled
- 9) Accommodation plan created (checklist for this in next section)
- 10) Record student's 504 status in PowerSchool (see "Logging 504s in PowerSchool OM Guide")

### 504 Accommodation Plan Process Steps (done at least annually)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of plan checked (initial or review)
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Data/Information Reviewed
- 5) Write the plan
- 6) Parent agreement or disagreement (refer to Director of Student Services)
- 7) Signatures and documentation
- 8) Plan implementation, progress monitoring and review scheduled

### Discipline Steps for Students with 504s

- 1) Student with 504 referred for discipline
- 2) Determine if Manifestation Determination documentation necessary
- 3) Determine if behavior part of/because of the student's qualifying disability
- 4) Review 504 Plan for student
- 5) Gather data on repeat behaviors
- 6) Determine if behavior is result of 504 not being correctly implemented
- 7) If discipline is related to disability/poor 504 implementation, address concerns with 504 meeting/plan
- 8) If discipline not related to disability, document steps and continue with normal school procedures

**Need more information on any of these steps? Check out the other process and procedure guides!**

## Section 504 Process and Procedure Guide: Introduction

Let's be honest, 504s can be complicated, confusing and often anxiety producing. The goal of this guide is to give step by step directions for the 504 process to alleviate these things on a basic level. The 504 decision process will still be a difficult one as each student's needs will be different, but 504 compliance is directly related to how well a school follows proper procedures during the 504 process.

What this guide will not do, what no guide can do, is tell you exactly when a child will qualify for a 504 or what accommodations to give to a child based on their particular disability. Each child is different and his or her disability may affect them differently. For example, two girls with ADHD in second grade may have drastically different needs. One may be able to access her education with basic classroom accommodations, the other may require more significant accommodations and a 504 plan.

The final decision around what 504 protections may be required rests on your 504 team and their experience as educators, which is one of the strengths you bring to this process.

Please see the next page for the sections of this guide, but as always, if you have a particular concern, complicated 504s, questions about your SST process or anything else, please contact the Aspire Director of Student Services and we will be happy to help!

### Part I: Basic 504 Process Procedures

The basic steps in the 504 process for those of you who feel confident in your ability to administer 504s

### Part II: Detailed 504 Process Procedures

504 process steps broken down into their detailed components for new 504 administrators or those who are in need of a 504 refresher.

The process is color-coded according to the following scheme.

Pages 1-3, 7 **Pre - 504 Meeting Process Steps**

Pages 4-6 **504 Eligibility Determination Meeting Process Steps**

Pages 8-10 **504 Accommodation Plan Process Steps**

## Part I: Quick and Basic 504 Process Procedures

### Pre-Meeting Process Steps (Before any meeting takes place)

- 1) Referral comes in from SST/RtI/Parent OR annual 504 is due
- 2) Parent Information and Permission forms sent home and returned (within 10 school days of receiving referral)
- 3) Data gathered on disability and impact on educational access
- 4) Meeting Scheduled (within 30 days of permission received back from parents)
- 5) Parent Invite Sent and Returned (Invite sent at least 14 days prior to meeting)

### 504 Eligibility Determination Meeting Process Steps (done at least each 3yr)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of the meeting discussed: initial, review (at least every 3 years) or dismissal
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Review of data/evidence of disability
- 5) Review of data/evidence of impact of disability on a major life function
- 6) Eligibility decision: do they qualify for a 504? Yes or no.
- 7) Parent agreement or disagreement (refer to Director of Student Services)
- 8) Signatures and documentation, next 504 scheduled
- 9) Accommodation plan created (checklist for this in next section)
- 10) Record student's 504 status in PowerSchool (see "Logging 504s in PowerSchool OM Guide")

### 504 Accommodation Plan Process Steps (done at least annually)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of plan checked (initial or review)
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Data/Information Reviewed
- 5) Write the plan
- 6) Parent agreement or disagreement (refer to Director of Student Services)
- 7) Signatures and documentation
- 8) Plan implementation, progress monitoring and review scheduled

### Discipline Steps for Students with 504s

- 1) Student with 504 referred for discipline
- 2) Determine if Manifestation Determination documentation necessary
- 3) Determine if behavior part of/because of the student's qualifying disability
- 4) Review 504 Plan for student
- 5) Gather data on repeat behaviors
- 6) Determine if behavior is result of 504 not being correctly implemented
- 7) If discipline is related to disability/poor 504 implementation, address concerns with 504 meeting/plan
- 8) If discipline not related to disability, document steps and continue with normal school procedures

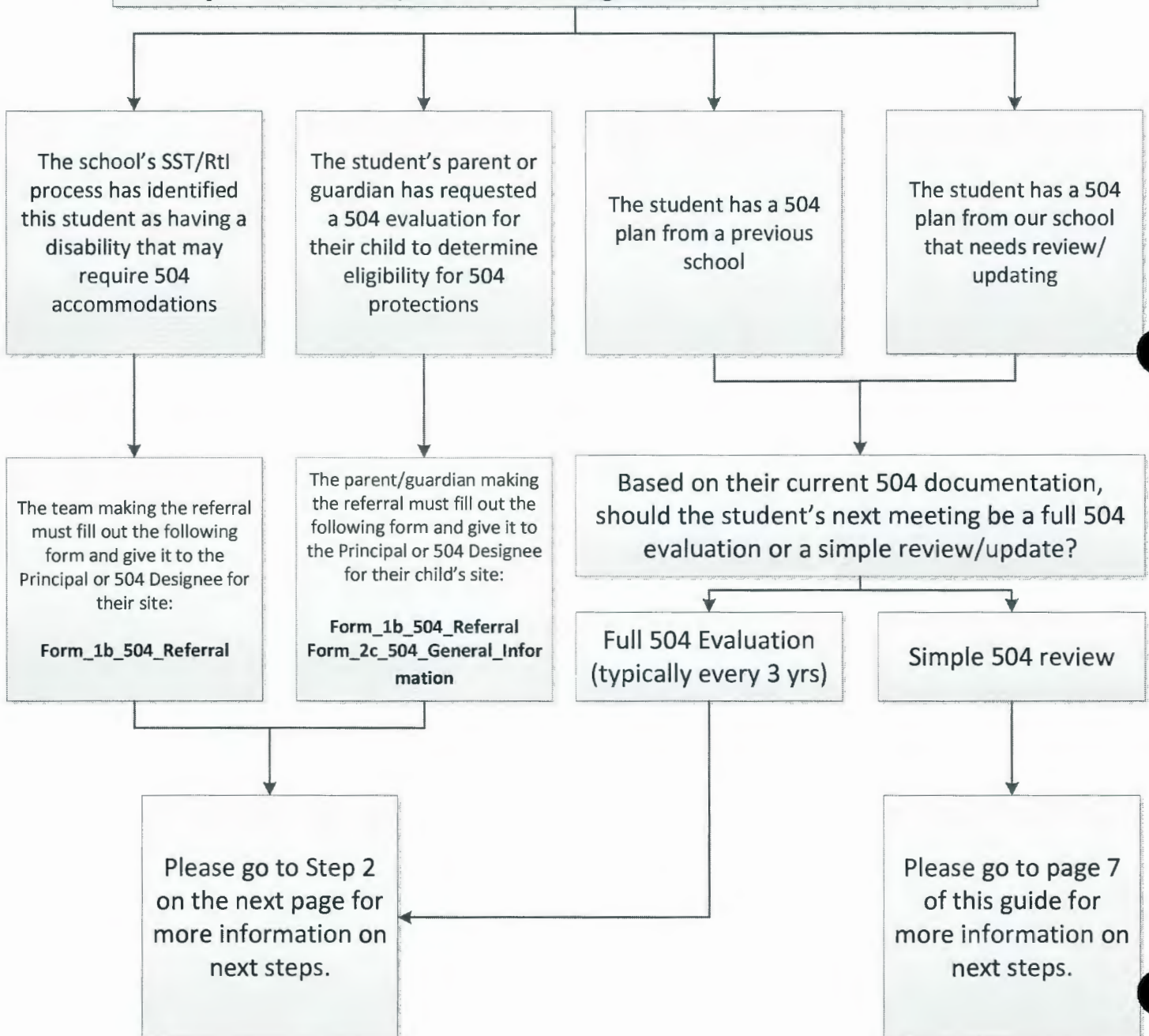
**Need more information on any of these steps? Check out the other process and procedure guides!**

Pre - 504 Meeting Process Steps

There are actually steps before you jump into a 504 meeting for a student. The Pre-Meeting Process steps are typically related to referrals and permissions and are vital to the 504 documentation process.

Step 1: 504 Referral

Why is the 504 process being started for this student?





## Step 2: Determine Evaluation Evidence Needed

Once the 504 designee receives the referral for new 504s/notice of an existing 504 evaluation, he/she must determine what types of evaluative materials are needed for the 504 team to effectively determine eligibility.

- Transcripts/Grades/Test Scores   - Attendance   - Classroom observations   - Teacher Reports   - Educational reports
- Non-classroom observations (cafeteria, play-yard, etc.)   - Discipline data
- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)
- Information from outside professionals familiar with student (must have signed Authorization from parent)

## Step 3: Parent Permission for Evaluation

The 504 designee has **10 school days** from time of referral/notice to send the following to the parents to get permission for specific evaluation evidence and speak to outside professionals. Documents should be in parents' primary language:

**Form\_2a\_504\_Parent\_Permission**  
**Form\_2c\_504\_General\_Information**  
**Form\_2d\_504\_Release\_of\_Information**

Parent/Guardian returns forms with permission to evaluate

Parent/Guardian returns forms, but does not give permission to evaluate

Parent/Guardian does not return forms

## Step 4: Meeting Scheduling and Parent Invitation

Once the parent returns the form to the school, schedule the 504 Team to meet for a 504 Eligibility Determination.

Meeting should be scheduled for within **30 school days** of receiving permission to evaluate.

Send an invite to the parent/guardian using the following form:

**Form\_4\_504\_Parent\_Invite**

Continue to page 3 for next steps.

Evaluation for a 504 Plan and protections **cannot occur** without parental consent.

Send the following form to the parents:

**Form\_2e\_504\_Parent\_Permission\_Refusal**

Continue to support the child using regular school-based accommodations.

Place copies of all documents in 504 evaluation folder for the student.

Evaluation for a 504 Plan and protections **cannot occur** without parental consent.

Document attempts to contact parents.

At **30 days**, send the following to the parents:

**Form\_2e\_504\_Parent\_Permission\_Refusal**

Continue to support the child using regular school-based accommodations.

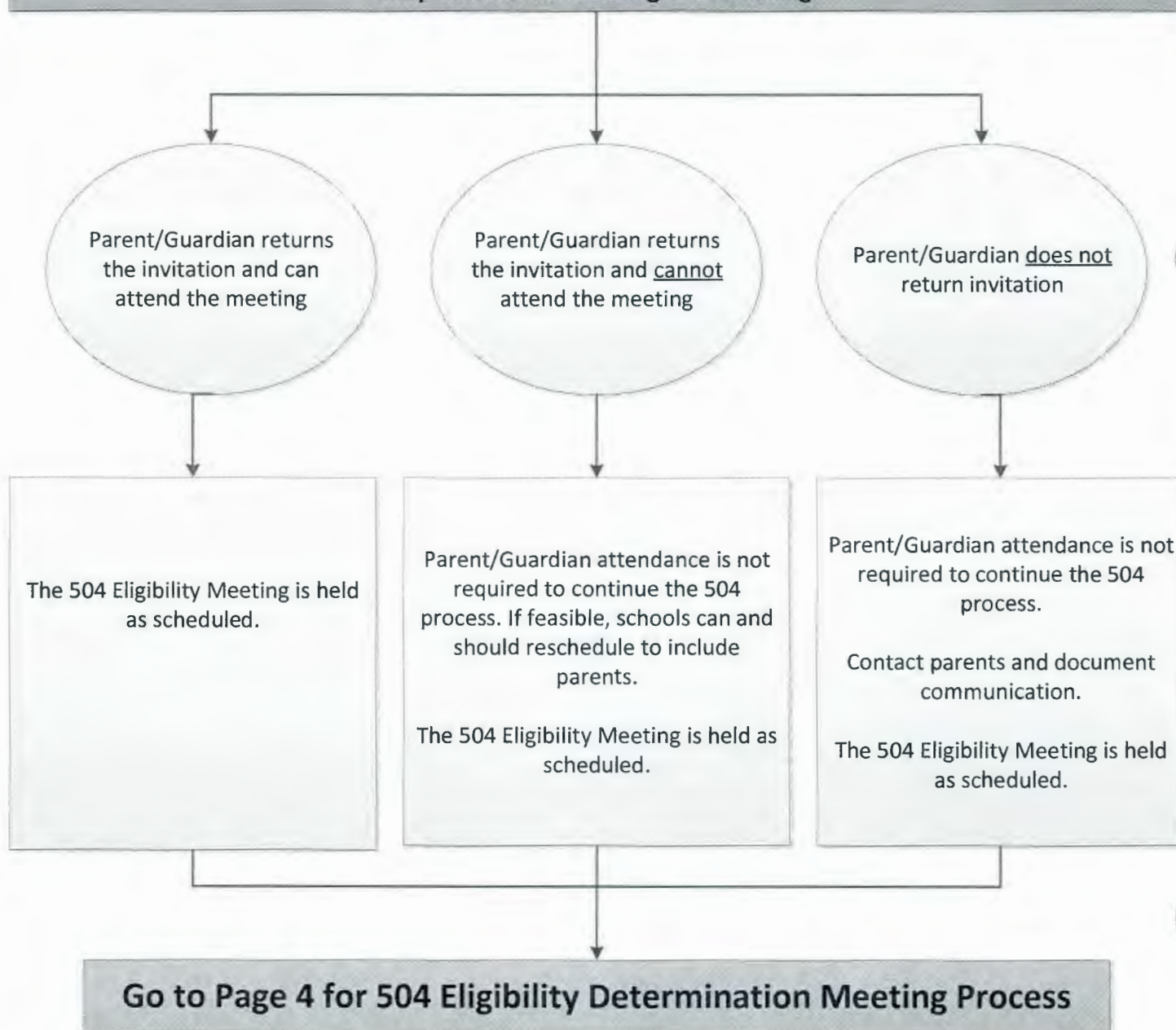
Place copies of all documents in 504 evaluation folder for the student.

### Step 5: Gather Data on Disability and Impact on Educational Access

Between time permission to evaluate is given by parent and before the 504 meeting, members of the 504 teams should gather pertinent data about the child's educational access. Examples of data include, but are not limited to:

- Transcripts/Grades/Test Scores
- Attendance
- Classroom observations
- Teacher Reports
- Non-classroom observations (cafeteria, play-yard, etc.)
- Discipline data
- Educational reports
- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)
- Information from outside professionals familiar with student (must have signed Authorization from parent)

### Step 6: Final Scheduling the Meeting



### 504 Eligibility Determination Meeting Process Steps

#### The Basics of 504 Eligibility Determinations:

The 504 Team meets and uses Form\_5a\_504\_Eligibility Determination to determine whether or not there is **documented evidence** of the following:

1) The student has a diagnosed disability

**AND**

2) This disability directly and substantially affects the students ability to access school activities or curriculum

If you have questions about the basics of 504 eligibility, please contact the Director of Student Services! You are not alone ☺

For all 504 Eligibility Determinations, the following form should be used:

**Form\_5a\_504\_Eligibility\_Determination\_form**

#### Step 1: Fill Out Necessary Identifying Information

Fill out student information, 504 Team members in attendance (including parents, students, non-Aspire staff)

#### Step 2: Check correct box for the purpose of the meeting

**Initial Evaluation**  
The student has never had a 504 or was exited from a previous 504.

**Review Evaluation**  
The student has a 504, but is being evaluated to see if they still qualify. This should be done at least every 3 years.

**Removal/Dismissal Evaluation**  
It is believed the student may no longer qualify for a 504.

#### Step 3: Due Process Rights

**Give Parents a Copy of their Due Process Rights**  
This form prints out at the end of Form\_5a\_504\_Eligibility document, but you may also print it out separately as Form\_2b\_504\_Due\_Process\_Rights

Have parents sign on the appropriate line of Form\_5a\_504\_Eligibility\_Determination that they have received their Due Process Rights

**Continue to page 5**

**Step 4: Review the Evidence of Disability**

Evidence does not support presence of disability

Evidence supports presence of disability in the past, but not currently  
 Note: Does not include disabilities that are current, but episodic, such as epilepsy

Evidence supports current presence of one or more disabilities

Student is not eligible for a current 504

Student may be eligible for a 504

Fill out "Part I: Determination of Impairment" on Form\_5a\_504\_Eligibility

Fill out "Part I: Determination of Impairment" on Form\_5a\_504\_Eligibility

Attach copies of evidence to 504 documentation

Attach copies of evidence to 504 documentation

Skip to Eligibility Step 6

**Step 5: Review Evidence of Impact of Disability on a Major Life Function**

In reviewing the evidence, the 504 team must determine whether or not the evidence shows that the disability substantially affects a major life function compared to that of the average student in the general population.

Additionally, the impact must have been in evidence for at least 6 months

Evidence shows disability does not substantially affect a major life function

Evidence shows disability substantially affects a major life function

Student is not eligible for a current 504

Student may be eligible for a 504

Fill out "Part II: Determination of Impact to Major Life Function" on Form\_5a\_504\_Eligibility

Fill out "Part II: Determination of Impact to Major Life Function" on Form\_5a\_504\_Eligibility

Attach copies of evidence to 504 documentation

Attach copies of evidence to 504 documentation

Continue to Page 6

Step 6: 504 Eligibility Decision

The 504 Team determines that the student meets both eligibility criteria and therefore is eligible for 504 protections and a 504 plan. **Check the appropriate box.**

The 504 Team determines that the student does not meet both eligibility criteria and therefore is not eligible for 504 protections and a 504 plan. **Check the appropriate box.**

Parents agree with the 504 Team's decision

Parents disagree with the 504 Team's decision

Parents disagree with the 504 Team's decision

Parents agree with the 504 Team's decision

Continue to accommodate for student utilizing normal school-based accommodations

**Refer the parent to the Director of Student Services immediately**

**Contact the Director of Student Services after the meeting to discuss and pass on copies of documentation**

Step 7: Signatures and Documentation

- Dates for future review are determined
- All parties sign the 504 document.
- Copies of all 504 documentation is kept on file for the student in both the student's cumulative file and a separate 504 file.

Parents refuse to sign 504 Evaluation document. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student's cum file and separate 504 file. Refer parents to the Direct of Student Services

**Continue to page 8 for 504 Accommodation Plan if student qualifies for a 504**

### 504 Accommodation Plan Review Process Steps

For students who need their 504 plan reviewed, but do not require a full 504 evaluation update, the following steps should be taken to review the 504 plan and determine changes.

#### Pre-504 Meeting Step 2: Meeting Scheduling and Parent Invitation

- 1) The 504 team schedules a 504 Plan Review.
- 2) Send an invite to the parent/guardian using the following form:

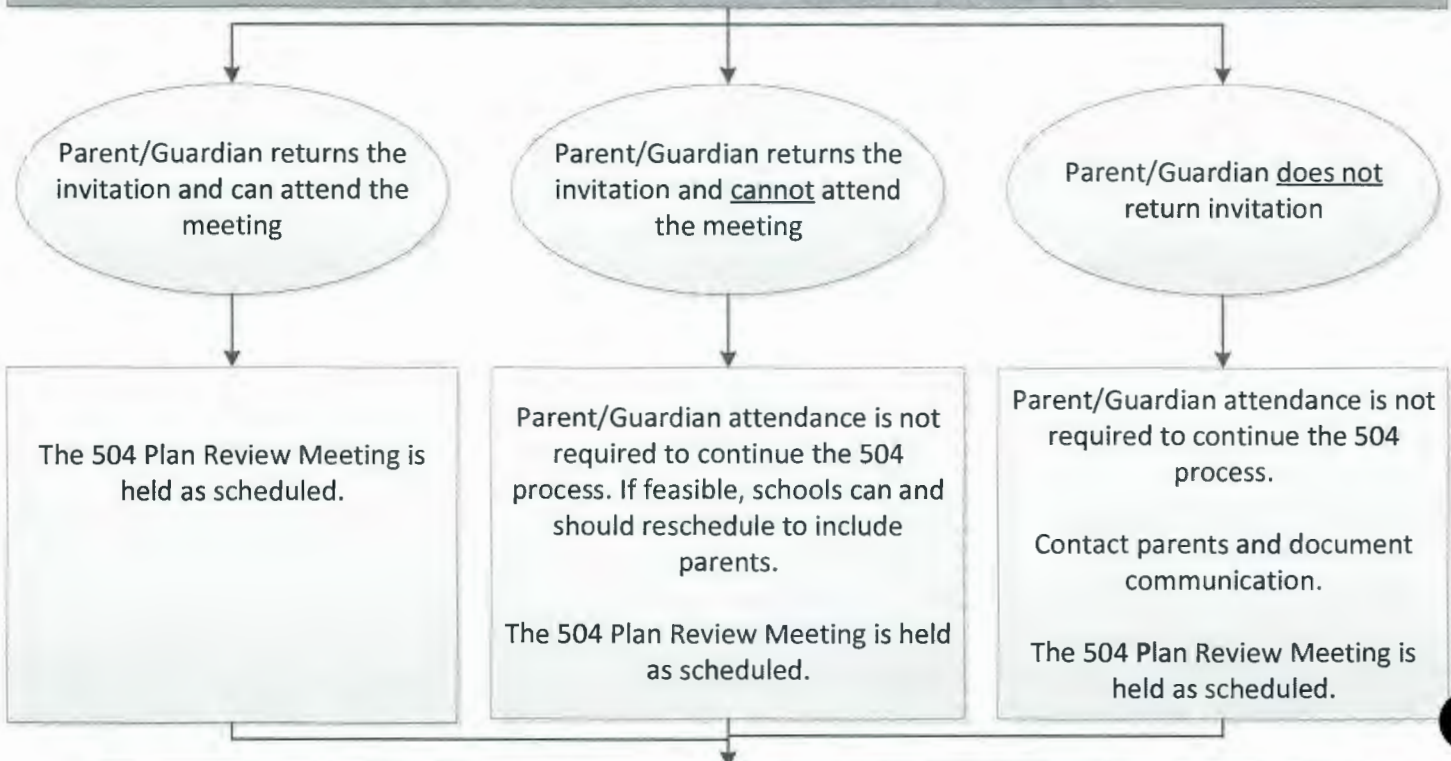
**Form\_4\_504\_Parent\_Invite**

#### Pre-504 Meeting Step 3: Gather Data on Accommodation Implementation and Successes/Concerns

Members of the 504 teams should gather pertinent data about the current 504 accommodations written into the student's plan and the success of those accommodations. Examples of data include, but are not limited to:

- Transcripts/Grades/Test Scores
- Attendance
- Classroom observations
- Teacher Reports
- Non-classroom observations (cafeteria, play-yard, etc.)
- Discipline data
- Educational reports
- Observations or other data on disability specific issues (ex: needs of blind student accessing for written text)

#### Pre-504 Meeting Step 6: Final Scheduling the Meeting



**Go to Page 8 for 504 Accommodation Plan Process Steps**

### 504 Accommodation Plan Process Steps

#### The Basics of 504 Accommodation Plans:

- 1) Accommodations should be specific to the identified student and his/her disability(ies)
- 2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)
- 3) Accommodations must alleviate barriers to student access of education
- 4) Accommodations are not required to address specific academic achievement

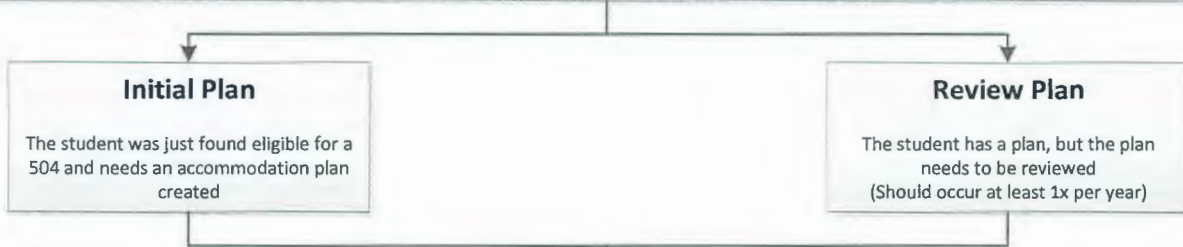
If you have questions about the basics of 504 accommodations, please contact the Director of Student Services! You are not alone 😊

For all 504 Accommodation Plans, the following form should be used:  
**Form\_5b\_504\_Plan**

#### Step 1: Fill Out Necessary Identifying Information

Fill out student information, 504 Team members in attendance (including parents, students, non-Aspire staff)

#### Step 2: Check correct box for the purpose of the meeting



#### Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights  
This form prints out at the end of Form\_5b\_504\_Plan document, but you may also print it out separately as Form\_2b\_504\_Due\_Process\_Rights

Have parents sign on the appropriate line of Form\_5b\_504\_Plan that they have received their Due Process Rights

Continue to page 9

### Step 4: Data/Information Reviewed

The 504 team reviews data/evidence for each proposed/current accommodation and determines what accommodations are necessary to help ameliorate the student's disability's affect on his/her access to education. Accommodations must be grounded in data in order to ensure proper progress monitoring.

### Step 5: Writing the Plan

#### The Basics of 504 Accommodation Plans:

- 1) Accommodations should be specific to the identified student and his/her disability(ies) and based on data
- 2) Accommodation plans should be written for each separate disability (for students with multiple disabilities)
- 3) Accommodations must alleviate barriers to student access of education
- 4) Accommodations are not required to address specific academic achievement

The 504 team writes an accommodation plan based on recommendations from the team and available and pertinent evidence from other sources.

Parents agree with the 504 accommodation plan as written

Parents disagree with the 504 accommodation plan as written

Continue to accommodate for student utilizing normal school-based accommodations

**Refer the parent to the Director of Student Services immediately**

**Contact the Director of Student Services after the meeting to discuss and pass on copies of documentation**

### Step 5: Signatures

All parties sign the 504 document. Copies of all 504 documentation is kept on file for the student in both the student's cumulative file and a separate 504 file.

Parents refuse to sign 504 accommodation plan. State this in the comments section of the Evaluation document. Place copies of all 504 documentation in student's cum file and separate 504 file. Refer parents to the Direct of Student Services.

**Continue to page 10**



### Step 6: Plan Implementation

Once the plan has been written and signed by the team, it needs to be implemented as written. The steps for implementation include:

- 1) Holding a team meeting to inform all necessary staff of their role in implementation and giving them a copy of the 504 accommodation plan only
- 2) Training staff on necessary accommodations that require it (ex: how to use an epi-pen or necessary procedures if a student has a seizure)
- 3) Provide teachers and staff with necessary resources to create/maintain accommodations (ex: if teacher needs to wear an FM transmitter for a student with limited hearing, providing the equipment to the teacher).

### Step 7: Progress Monitoring/Review

Part of the accommodation plan is also the progress monitoring/review of the plan AND it's implementation. Scheduled reviews should be written into the 504 plan.

When the deadline for progress monitoring/review is coming up, go to page 1 of this guide:

#### Pre-504 Meeting Step 1: 504 Referral

Pick the following choice

The student has a 504 plan from our school that needs review/ updating

Appendix VII:  
Board of Directors Biographies

## **Aspire Public Schools Board of Directors Biographies**

### **Jonathan Garfinkel, TPG Capital**

Mr. Garfinkel is a Principal of TPG Capital, where he leads the firm's investment activities in the Financial Services sector in North America. He serves or has served as a Director of ProSight Specialty Insurance, 2Co Energy, Aleris International, Midwest Air Group and Education for Change. Mr. Garfinkel holds a B.A. in Economics from Stanford University, an M.B.A. from the Stanford Graduate School of Business, and an M.A. in Education from Stanford's School of Education.

### **Bill Hughson, President & CEO, IntegraMed Fertility**

A member of the Aspire board since 2003, Mr. Hughson is President & CEO, IntegraMed Fertility where he is responsible for vision and strategy as well oversight for the company's day-to-day operations. Recently, Mr. Hughson was President of the Healthcare Group of educational institutions at DeVry, Inc. He serves as Chairman of the Board of Chamberlain College of Nursing and as Vice Chairman of the Board of Ross University. He graduated from Williams College in 1986 with a degree *Cum Laude* in English Literature and from the Stanford Graduate School of Business in 1990.

### **Beth Hunkapiller, Board Chair, Educator & Administrator**

Beth Hunkapiller is a former middle school educator and administrator who taught 8th grade reading and English in El Monte, CA. Mrs. Hunkapiller is a 19-year member of the Board of Education of the San Carlos School District Board of Trustees. She is also a founder of the San Carols Charter Learning Center, the first school to receive a charter in California. She graduated from Oklahoma Baptist University with degrees in English and political science and received her masters from the University of Southern California.

### **Greg Jones, President & CEO (Retired) of State Farm General insurance**

Greg Jones is the President & CEO (Retired) of State Farm General Insurance. Mr. Jones currently serves on the Board of Directors for Junior Achievement of Southern California, the California Chamber of Commerce, Franklin University, the Los Angeles Urban League, the National Urban League, the NCAA Leadership Advisory Board, the Tiger Woods Learning Center and the California State Board of Education. He is a chairman of the board of the Los Angeles Urban League, the California Education for Excellence Foundation, the Los Angeles Sports Council, and Operation Hope. Mr. Jones earned his B.A. degree in business from Franklin University and his M.A. degree in 1981 from Hood College.

### **Steven L. Merrill, Venture Capitalist**

Steve Merrill has been active in venture capital investing since 1968, and most recently was a Partner with Benchmark Capital. He was president of BankAmerica Capital

Corporation in 1976 and managed this very successful venture activity until 1980 when he formed Merrill, Pickard, Anderson & Eyre (MPAE), a privately held venture capital partnership. He was chairman of the Board of Trustees of Town School for Boys, a member of the Committee to Restore the San Francisco Opera House, and he is a past director of the Children's Health Council. He holds a BA in Sociology from Stanford University and an MBA from the Wharton School of Finance.

**Louise Muhlfeld Patterson, Human Resources Executive**

Louise Muhlfeld Patterson has had an extensive career as an HR executive and trustee of college-preparatory schools. She was Vice President of Human Resources for American Express for 14 years. As a volunteer, she has served as a Trustee for many independent schools, including St. Mark's School in Massachusetts, Drew College Preparatory High School in San Francisco, and Marin Country Day School. She also currently serves as a Trustee for the San Francisco Zoological Society. Ms. Patterson received a BA in Psychology and Education from Vassar College and also studied the British school system at Oxford University.

**Richard C. Spalding, Kearny Venture Partners**

Dick Spalding is a managing director of KVP. He has been investing in and advising private companies for more than 30 years. Prior to KVP, Mr. Spalding was Vice President and the first CFO at Portal Software. He was previously an observer to the board at Align Technology, and currently serves as an observer to the board at Kai Pharmaceuticals and is a director and co-founder of SpinalMotion. He holds an A.B. with honors from Harvard College and a J.D. with honors from Columbia Law School.

Appendix VIII:  
Proof of Tax-exempt Status

**Internal Revenue Service**

**Date:** January 24, 2006

ASPIRE PUBLIC SCHOOLS  
% MICHAEL BARR  
426 17TH ST # 200  
OAKLAND CA 94612-2820

**Department of the Treasury**  
**P. O. Box 2508**  
**Cincinnati, OH 45201**

**Person to Contact:**

Ms. Lumpkins # 31-08344  
Customer Service Representative

**Toll Free Telephone Number:**

877-829-5500

**Federal Identification Number:**

94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

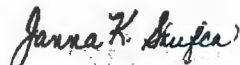
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE  
Customer Account Services

Appendix IX:  
Aspire Articles of Incorporation, Bylaws,  
And Conflict of Interest Code

2158316

A0742630

FILED *Comptroller*  
Secretary of State  
State of California  
JUN 24 2013  
*icc*

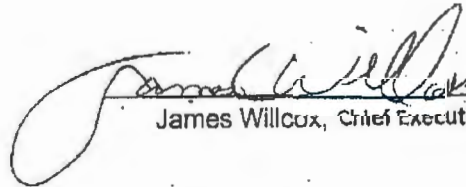
CERTIFICATE OF AMENDMENT AND RESTATEMENT  
OF THE  
ARTICLES OF INCORPORATION

James Willcox and James Cleveland certify that:

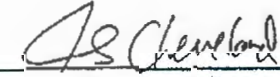
1. They are the Chief Executive Officer and the Secretary, respectively, of Aspire Public Schools, a California nonprofit public benefit corporation.
2. The Articles of Incorporation of this corporation are hereby amended and restated as set forth in the attached Articles of Incorporation, which are incorporated by this reference as if set forth in full in this Certificate.
3. The foregoing amendment and restatement has been duly approved by this corporation's Board of Directors.
4. This corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true of our own knowledge.

DATED: 6/20/2013, 2013

  
James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013

  
James Cleveland, Secretary



ARTICLES OF INCORPORATION  
OF  
ASPIRE PUBLIC SCHOOLS

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific and primary purpose of this corporation is to engage in charitable and educational activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal revenue law (the "Code"), including and not limited to operating and managing public charter schools.

ARTICLE III

A. This corporation is organized and operated exclusively for exempt purposes within the meaning of Section 501(c)(3) of the Code. Notwithstanding any other provision of these Articles, this corporation shall not carry on any activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (2) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2), 2106(a)(2)(A)(ii), 2522(a)(2), or 2522(b)(2) of the Code.

B. Except as permitted by law, no substantial part of the activities of this corporation shall consist of the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

---

ARTICLE IV

The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code, and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer, or member (if any) of this corporation, or to the benefit of any private person. Upon the winding up and dissolution of this corporation and after paying or adequately providing for the debts and obligations of this corporation, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code and that has established its tax-exempt status under Section 501(c)(3) of the Code.



I hereby certify that the foregoing  
transcript of 2 page(s)  
is a full, true and correct copy of the  
original record in the custody of the  
California Secretary of State's office.

JUN 25 2013

Date: \_\_\_\_\_ *jm*

*Debra Bowen*  
DEBRA BOWEN, Secretary of State

AMENDED AND RESTATED BYLAWS OF ASPIRE PUBLIC SCHOOLS,  
a California Nonprofit Public Benefit Corporation

ARTICLE 1: OFFICES

Section 1.1 Principal Office

The principal office for the transaction of the business of the Corporation shall be located at 1001 – 22<sup>nd</sup> Avenue, Oakland, California, in Alameda County, California. The Board of Directors may change the principal office from one location to another, and this section shall be amended accordingly.

Section 1.2 Other Offices

The Board of Directors may at any time establish branch offices, either within or outside the State of California, in order to advance the proper purposes of the Corporation.

ARTICLE 2: OBJECTIVES AND PURPOSES

This Corporation has been formed under the California Nonprofit Public Benefit Corporation Law for the purposes stated in the Articles of Incorporation, including any amendments thereto. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign of or in opposition to any candidate for public office.

ARTICLE 3: DEDICATION OF ASSETS

The properties and assets of this Corporation are irrevocably dedicated to public benefit and/or charitable purposes. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or any Director or Officer of this Corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable

purposes and which has established its exempt status under Internal Revenue Code §501(c)(3).

#### ARTICLE 4: NO MEMBERS

This Corporation shall have no members within the meaning of the California Nonprofit Public Benefit Corporation Law. All rights which would otherwise by law vest in the members shall vest in the Board.

#### ARTICLE 5: DIRECTORS

##### Section 5.1 Powers

(a) General Corporate Powers. The business and affairs of the Corporation shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors.

(b) Specific Powers. Without prejudice to their general powers, the Directors shall have the power to:

(i) Select and remove the Officers of the Corporation; prescribe any powers and duties for them that are consistent with the law, with the Articles of Incorporation, and with these Bylaws; and fix their compensation, if any.

(ii) Change the principal executive office or the principal business office in the State of California from one location to another; cause the Corporation to be qualified to do business in any other state, territory, dependency, or country, and conduct business within or outside the State of California; and designate any place within the State of California for the holding of any meeting.

(iii) Borrow money and incur indebtedness on behalf of the Corporation and cause to be executed and delivered for the Corporation's purposes, in the Corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt.

(iv) Adopt, make, and use a corporate seal and alter the form of the seal.

##### Section 5.2 Number of Directors

The number of Directors shall be not less than three (3) nor more than eleven (11), with the exact authorized number of Directors to be determined by the Board from time to time.

### Section 5.3 Board of Directors; Term of Office.

(a) The members of the Board of Directors are those persons whose names are attached to these Bylaws as Exhibit A. The Directors shall each serve until the later of the date of Annual Meeting designated beside his or her name in Exhibit A, or the date his or her successor is elected. Subsequent Directors shall be elected by a majority vote of the Directors at each Annual Meeting, including the vote(s) of any Director whose term of office expires with that meeting. A term may not exceed six (6) years.

(b) The Chairperson of the Board shall be selected by a majority vote of the Directors following the appointment or election of Directors at each Annual Meeting.

(c) A vacancy on the Board shall occur in the event of (i) the death, resignation or removal of any Director; (ii) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court of competent jurisdiction to have breached a duty under the California Nonprofit Public Benefit Corporation Law; (iii) the failure of the Board of Directors, at any meeting at which any Director is to be elected, to elect the number of Directors required to be elected at such meeting; or (iv) the increase in the number of Directors. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of Directors is less than a quorum, by (i) the unanimous consent of the Directors then in office, (b) the affirmative vote of the majority of Directors then in office at a meeting held according to notice in compliance with the provisions of the Ralph M. Brown Act, or (c) a sole remaining Director.

(d) Except as designated below, any Director may resign by giving written notice to the Chairperson of the Board, to the Secretary, or to the Board of Directors. The resignation shall be effective when notice is given unless the notice specifies a later time for the resignation to become effective. Except on notice to the California Attorney General, no Director may resign if the Corporation would be left without a duly elected Director.

(e) Any Director may be removed, with or without cause, by a vote of the majority of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of the meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act.

### Section 5.4 Compensation of Directors

Directors shall serve without compensation except that they shall be allowed reasonable advancement or reimbursement of actual reasonable expenses incurred in carrying out his or her duties. Directors shall not otherwise be compensated.

#### Section 5.5 Restriction on Employee Directors

No current employees of the Corporation may serve on the Board of Directors. The Board of Directors may adopt other policies circumscribing potential conflicts of interest.

#### Section 5.6 Non-Liability of Directors

No Director shall be personally liable for the debts, liabilities or other obligations of this Corporation.

#### Section 5.7 Contracts with Non-Director Designated Employees

This Corporation shall not enter into a contract or transaction in which a non-Director designated employee directly or indirectly has a material financial interest unless all of the requirements of the Corporation's Conflict of Interest Policy have been fulfilled.

#### Section 5.8 Compliance with Laws Governing Student Records

This Corporation and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA").

#### Section 5.9 Non-Discrimination

This Corporation shall not discriminate on the basis of race, religion, national origin, gender, age or sexual orientation in hiring, firing or admissions.

### ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

#### Section 6.1 Place of Meetings

Meetings shall be conducted at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within California that has been identified notice in compliance with the provisions of the Ralph M. Brown Act.

#### Section 6.2 Meetings; Annual Meeting

All meetings of the Board of Directors, including the Annual Meeting, shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. The Annual Meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

### Section 6.3 Regular Meetings

Regular meetings of the Board of Directors, including the Annual Meeting, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief description of each item of business to be transacted or discussed at the meeting.

### Section 6.4 Special Meetings

(a) Special meetings of the Board of Directors for any purpose may be called at any time by the Chairperson of the Board, the President, or any two (2) Directors. The party calling a special meeting shall determine the place, date and time. In accordance with the Ralph M. Brown Act, special meetings may be held only after twenty-four (24) hours notice is given to each Director and to the public through the posting of an agenda containing a description of the general nature of the business proposed. Pursuant to the Ralph M. Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

(b) Any such notice shall be addressed or delivered to each Director at the Director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the Director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Directors is regularly held.

(c) Notice by mail or email shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

(d) The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice, may be transacted at a special meeting.

### Section 6.5 Quorum

During open session, a majority of the directors then in office shall constitute a quorum. For purposes of closed session, a majority of the directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors shall be by majority vote based upon the presence of



a quorum. Should there be fewer than a majority of Directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

#### Section 6.6 Telephone Conference Meetings

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Ralph M. Brown Act are followed:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school districts in which the Corporation's schools operate;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference locations; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

#### Section 6.7 Adjournment

A majority of the Directors present, whether or not constituting a quorum, may adjourn any meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given, unless the meeting is adjourned for more than twenty-four (24) hours, in which case notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the Directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the provisions of the Ralph M. Brown Act.

## ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

### Section 7.1 Place of Board of Directors Meetings

Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

### Section 7.2 Meetings by Telephone or Other Telecommunications Equipment

Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(i) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting;

(ii) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

### Section 7.3 Annual and Regular Meetings

Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. The Board of Directors shall hold an annual meeting, regular, and special meetings for purposes of organization and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws.

### Section 7.4 Authority to Call Special Meetings

Special meeting of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or any Vice-President or the Secretary, but may only be conducted if two-thirds of the Board of Directors vote that a situation warranting a special meeting exists.

## Section 7.5 Notice of Meetings

Regular meetings of the Board may be held without notice if conducted pursuant to these Bylaws. Special meetings of the Board shall be held upon four (4) days written notice by first-class mail or forty-eight (48) hours notice delivered personally or by telephone, electronic mail, facsimile, or telegraph. If sent by mail or telegraph, the notice shall be deemed to be delivered on its deposit in the mails or on its delivery to the telegraph company. Such notices shall be addressed to each director at his or her address as shown on the books of the Corporation. Notice of time and place of holding an adjourned meeting need not be given to absent directors if the time and place of the adjourned meeting are fixed at the meeting adjourned and if such adjourned meeting is held no more than twenty-four (24) hours from the time of the original meeting. Notice shall be given of any adjourned regular or special meeting to directors absent from the original meeting if the adjourned meeting is held more than twenty-four (24) hours from the time of the original meeting. The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

## Section 7.6 Waiver of Notice and Consent to Hold Meetings

The transactions of any meeting of the Board, however called and noticed or wherever held, are as valid as though the meeting had been duly held after proper call and notice, provided a quorum, as hereinafter defined, is present and provided that either before or after the meeting each director not present signs a waiver of notice, a consent to holding the meeting, or an approval of the minutes thereof. All such waivers, consents, or approvals shall be filed with corporate records or made a part of the minutes of the meeting.

## Section 7.7 Action Without Meeting

Any action that the Board is required or permitted to take may be taken without a meeting if all Board members consent in writing to the action; provided, however, that the consent of any director who has a material financial interest in a transaction to which the Corporation is a party and who is an "interested director" as defined in Corporations Code section 5233 shall not be required for approval of that transaction. Such action by written consent shall have the same force and effect as any other validly approved action of the Board. All such consents shall be filed with the minutes of the proceedings of the Board.

# ARTICLE 8: COMMITTEES

## Section 8.1 Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the Directors then in office, designate one or more committees consisting of two (2) or more

Directors, and only of directors, to serve at the pleasure of the Board. Meetings of committees pursuant to Article 6 of these bylaws shall comply with the provisions of the Ralph M. Brown Act, including those provisions concerning advisory committees as set forth therein. Minutes of each such meeting shall be kept and filed with the corporate records. Any committee, to the extent provided in the resolution of the Board, shall have all or a portion of the authority of the Board, except that no committee, regardless of the Board resolution, may:

(a) Take any final action on any matter that under the California Nonprofit Public Benefit Law also requires approval of the members or approval by a majority of the members;

(b) Fill vacancies on the Board of Directors or on any committee;

(c) Amend or repeal the Articles of Incorporation or Bylaws or adopt new Bylaws;

(d) Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

(e) Designate any other committee of the Board or appoint the members of any committee;

(f) Approve any transaction (i) to which the Corporation is a party and as to which one or more Directors has a material financial interest, or (ii) between the Corporation and one or more of its Directors or between the Corporation and any corporation or firm in which one or more of its Directors has a material financial interest.

#### Section 8.2 Executive Committee

The Board may appoint two (2) or more Directors and the Chairperson to serve as the Executive Committee of the Board. The Chairperson shall serve as chairperson of the Executive Committee. The Executive Committee, unless limited by a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board.

#### Section 8.3 Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. Directors who are also employees of the Corporation may not serve on the Compensation Committee. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on

its review, the Compensation Committee shall recommend just and reasonable compensation amounts to the Board. At the request of the CEO or the Board, the Compensation Committee shall review any issue involving staff compensation and benefits, including but not limited to housing, health, and retirement plans.

#### Section 8.4 Audit Committee

At all times that this Corporation is required by applicable law to have an independent audit, or at any time the Corporation voluntarily chooses to do so, the Corporation shall have an Audit Committee consisting of at least three (3) Directors and may include nonvoting advisors. The Audit Committee shall perform the duties and adhere to the guidelines set forth from time to time by the Board. These duties include, but are not limited to: (i) assisting the Board in choosing an independent auditor and recommending termination of the auditor, if necessary, (ii) negotiating the auditor's compensation, (iii) conferring with the auditor regarding the Corporation's financial affairs, and (iv) reviewing and accepting or rejecting the audit. Members of the Audit Committee shall not receive compensation for their service on the Audit Committee. If the Corporation has a Finance Committee, a majority of the members of the Audit Committee may not concurrently serve as members of the Finance Committee, and the Chair of the Audit Committee may not serve on the Finance Committee.

#### Section 8.5 Advisory Committees

The Board may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of Directors or nondirectors. Advisory committees may not exercise the authority of the Board to make decisions on behalf of the corporation, but shall be limited to making recommendations to the Board or the Board's authorized representatives and to implementing Board decisions and policies. Advisory Committees shall be subject to the supervision and control of the Board.

#### Section 8.6 Meeting and Action of Committees

The Board of Directors may adopt rules for any committee not inconsistent with the provisions of these Bylaws.

### ARTICLE 9: OFFICERS

#### Section 9.1 Officers

The Corporation shall have the following Officers: Chief Executive Officer (CEO), Secretary, Chief Financial Officer (CFO), and any Officers as the Board may designate. Officers need not be Directors. One person may hold two or more offices, except those of CEO and Secretary, and CEO and CFO.

## Section 9.2 Election of Officers

The officers of the corporation shall be chosen by the Board of Directors, and each shall serve at the pleasure of the Board.

## Section 9.3 Removal of Officers

The Board of Directors may remove any officer with or without cause. An officer who was not chose by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the powers of removal.

## Section 9.4 Resignation of Officers

Any Officer may resign at any time by giving written notice to the Board of Directors, the CEO, or the Secretary of the Corporation. Any resignation shall take effect at the date of receipt of that notice or at any later time specified in that notice. Unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation shall be without prejudice to the rights, if any, of the Corporation under any contract to which the Officer is a party.

## Section 9.5 Vacancies in Office

A vacancy in any Office because of death, resignation, removal, disqualification, or any other cause shall be filled only in the manner prescribed in these Bylaws for regular appointments to that Office.

## Section 9.6 Responsibilities of Officers

(a) Chief Executive Officer (CEO). The CEO has shall be the general manager of the Corporation and shall supervise, direct and control the Corporation's activities, affairs, and officers. The CEO shall be responsible to the Board of Directors, shall see that the Board is advised on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The President shall be empowered to act, speak for, or otherwise represent the Corporation between meetings of the Board. The CEO shall perform other duties as may be prescribed by the Board of Directors or the Bylaws.

(b) Secretary. The Secretary shall keep or cause to be kept, at the Corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings and actions of Directors and committees of Directors. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, or special, and if special, how authorized; the notice given; and the names of those Directors present at such meetings. The Secretary shall keep or cause to be kept a copy of the Articles of Incorporation and Bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors required by the Bylaws to be

given. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws.

(c) Chief Financial Officer (CFO). The CFO shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the Corporation. The books of account shall be open to inspection by any Director at all reasonable times. The CFO shall deposit all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated by the Board of Directors; shall disburse funds of the Corporation as may be ordered by the Board of Directors; shall render to the CEO and Directors, whenever they request it, an account of all financial transactions and of the financial condition of the Corporation; and shall have other powers and perform such other duties as may be prescribed by the Board of Directors or the Bylaws. If required by the Board of Directors, the CFO shall give the Corporation a bond in the amount and with the surety specified by the Board for the faithful performance of the duties of his or her office and for restoration to the Corporation of all its books, papers, vouchers, money, and other property of every kind in his or her possession or under his or her control on his or her death, resignation, retirement, or removal from office.

## ARTICLE 10: RECORDS AND REPORTS

### Section 10.1 Maintenance of Articles and Bylaws

The Corporation shall keep at its principal executive office the original or a copy of its Articles and Bylaws as amended to date.

### Section 10.2 Maintenance of Other Corporate Records

The accounting books, records, and minutes of the proceedings of the Board of Directors and any committee(s) of the Board of Directors shall be kept at such place or places designated by the Board of Directors, or, in the absence of such designation, at the principal executive office of the Corporation. The minutes shall be kept in written or typed form, and the accounting books and records shall be kept in either written or typed form or in any other form capable of being converted into written, typed, or printed form.

### Section 10.3 Inspection by Directors

Every Director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation and each of its subsidiary corporations. This inspection by a Director may be made in person or by an agent or attorney, and the right of inspection includes the right to copy and make extracts of documents. This right of inspection may be limited by FERPA or other such similar laws.

#### Section 10.4 Annual Report

Within 120 days after the end of the Corporation's fiscal year, the CEO shall furnish or cause to be furnished a written report to all Directors containing the following information:

(a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) The revenue or receipts of the Corporation, both unrestricted and restricted for particular purposes, for the fiscal year;

(d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;

(e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than \$50,000; and

(f) Any other information required under these Bylaws.

The report shall be accompanied by any report of independent accountants or, if there is no such report, by the certificate of an authorized officer of this Corporation that such statements were prepared without an audit from the books and records of this Corporation.

#### Section 10.5 Financial Audit

The Corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Any audited financial statements obtained by the Corporation, whether or not required by law, shall be made available for inspection by the Attorney General and by the general public within 9 months after the close of the fiscal year to which the statements relate. For 3 years, such statements (a) shall be available at the Corporation's principal, regional, and district offices during regular business hours and (b) shall be made available either by mailing a copy to any person who so requests in person or in writing, or by posting them on the Corporation's website.



## ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

### Section 11.1 Right to Indemnification

To the fullest extent permitted by law, this Corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any action or proceeding by reason of the fact that such person is or was an Officer, Director, or agent of this Corporation, or is or was serving at the request of this Corporation as a Director, Officer, employee, or agent of another foreign or domestic corporation, partnership, joint venture, or other enterprise, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, to the fullest extent permitted under the California Nonprofit Corporation Law.

In determining whether indemnification is available to the Director, Officer, or agent of this Corporation under California law, the determination as to whether the applicable standard of conduct set forth in Corporations Code §5238 has been met shall be made by a majority vote of a quorum of Directors who are not parties to the proceeding. If the number of Directors who are not parties to the proceeding is less than two-thirds of the total number of Directors seated at the time the determination is to be made, the determination as to whether the applicable standard of conduct has been met shall be made by the court in which the proceeding is or was pending.

The indemnification provided herein shall not be deemed exclusive of any other rights to which those indemnified may be entitled, and shall continue as to a person who has ceased to be an agent and shall inure to the benefit of the heirs, executors, and administrators of such a person.

### Section 11.2 Insurance

This Corporation shall have the power and shall use its best efforts to purchase and maintain insurance on behalf of any Director, Officer, or agent of the Corporation, against any liability asserted against or incurred by the Director, Officer, or agent in any such capacity or arising out of the Director's, Officer's, or agent's status as such.

## ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

### Section 12.1 Contracts with Directors and Officers

(a) No Director or Officer of this Corporation, nor any other corporation, firm, association, or other entity in which one or more of this Corporation's Directors or Officers are directors or have a material financial interest, shall be interested, directly or indirectly, in any contract or other transaction with this Corporation, unless (i) the material facts regarding such Director's or Officer's financial interest in such contract or transaction and/or regarding such common directorship, officership, or financial interest

are fully disclosed in good faith and are noted in the minutes, or are known to all members of the Board prior to consideration by the Board of such contract or transaction; (ii) such contract or transaction is authorized in good faith by a majority of the Board by a vote sufficient for that purpose without counting the vote or votes of such interested Director(s); (iii) prior to authorizing or approving the transaction, the Board considers and in good faith determines after reasonable investigation under the circumstances that the Corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (iv) this Corporation enters into the transaction for its own benefit, and the transaction is fair and reasonable to this Corporation at the time the transaction is entered into.

(b) The provisions of this Section do not apply to a transaction which is part of an educational or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) results in a benefit to one or more Directors or Officers or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this Corporation.

#### Section 12.2 Loans to Directors and Officers

The Corporation shall not make any loan of money or property to or guarantee the obligation of any Director or Officer, unless approved by the Attorney General of the State of California; provided, however, that the Corporation may advance money to a Director or Officer of the Corporation for expenses reasonably anticipated to be incurred in the performance of the duties of such Director or Officer, provided that in the absence of such advance such Director or Officer would be entitled to be reimbursed for such expenses by the Corporation.

### ARTICLE 13: FISCAL YEAR

The fiscal year of the Corporation shall end on June 30.

### ARTICLE 14: AMENDMENTS

These Bylaws may be adopted, amended, or repealed by a majority vote of the entire Board of Directors.

### ARTICLE 15: CONSTRUCTION AND DEFINITIONS

#### Section 15.1 Construction and Definitions

Unless the context requires otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the above, the masculine

gender includes the feminine and neuter, the singular number includes the plural, and the plural number includes the singular.

#### Section 15.2 Electronic Transmission

Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

CERTIFICATE OF SECRETARY

I, the undersigned, the duly elected Secretary of Aspire Public Schools, a California nonprofit public benefit corporation, do hereby certify:

That the foregoing Amended and Restated Bylaws consisting of sixteen (16) pages and the following one (1) page exhibit were adopted as the Bylaws of the Corporation by the Directors of the Corporation on \_\_\_\_\_, 2012, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on \_\_\_\_\_, 2012.

\_\_\_\_\_  
By:

Its: Interim Secretary

EXHIBIT A

MEMBERS OF THE BOARD OF DIRECTORS

<u>Name</u>	<u>Term Expires Annual Meeting</u>
Jonathan Garfinkel	2015
Bill Hughson	2013
Beth Hunkapiller	2016
Greg Jones	2016
Melvin J. Kaplan	2013
Steven L. Merrill	2014
Louise M. Patterson	2015
Richard C. Spalding	2014

## CONFLICT-OF-INTEREST CODE FOR THE

### **ASPIRE PUBLIC SCHOOLS**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of the **Aspire Public Schools ("Aspire")**

Individuals holding designated positions shall file their statements of economic interests with **Aspire**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) Upon receipt of the statements for the Members of the Board, and the Chief Executive Officer/President, **Aspire** shall make and retain copies and forward the originals to the Fair Political Practices Commission. All other statements will be retained by **Aspire**.

**APPENDIX A  
DESIGNATED POSITIONS**

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	I, II, III
CEO/President	I, II, III
Chief Academic Officer	I, II, III
Chief Financial Officer	I, II, III
Chief Operating Officer	I, II, III
Director of Expanded Learning Systems	II, III
Director of Finance	II, III
Director of Human Resources	II, III
Director of Information Technology	II, III
Director of Operations	I, II, III
Vice President of Education	II, III
Director of Strategy and Growth	I, II, III
Director of Secondary Program	II, III
Director of Special Projects	II, III
Director of Special Education	II, III
Director of Student Services	II, III
Director of Early College High School	II, III
Director of School Support Improvement & Sustainability	II, III
Director of Talent Strategy	II, III
Chief of Staff to the Chief Executive Officer	II, III
Director of Development	II, III
Financial Analyst	II, III
Principals	II, III
Area Superintendents	I, II, III
Consultants	*

\*Consultants are included in the list of designated positions and shall disclose pursuant categories I, II, and III, subject to the following limitation:

The CEO/President may determine in writing that a particular consultant, although a “designated position,” is hired to perform a range of duties that are limited in scope and thus not required to fully comply with the disclosure requirements described in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. This determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code.

**APPENDIX B**  
**DISCLOSURE CATEGORIES**

Category I:

- (a) Interest in real property which is located in whole or in part either (1) within the boundaries of any county in which Aspire Public Schools operates, or (2) within two miles of the boundaries of any county in which Aspire Public Schools operates, including any leasehold, beneficial or ownership interest or option to acquire such interest in real property.
- (b) Investments in and income (including gifts, loans, and travel payments) from sources which are or have been within the previous two-year period engaged in the performance of building construction or design within the counties in which Aspire Public Schools operates.
- (c) Investments, business positions in and income (including gifts, loans and travel payments) from sources engaged in the acquisition or disposal of real property within the jurisdiction.

Category II: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which manufacture or sell supplies, books, machinery, or equipment of the type to be utilized by the employee's department.

Category III: Investments, business positions in, and income (including gifts, loans, and travel payments) from sources which are engaged in the performance of work or services of the type to be utilized by the employee's department.

For purposes of this conflict-of-interest code:

The term department refers to the agency, Aspire Public Schools, and includes all school locations for the following positions: Members of the Governing Board, CEO/President, Chief Academic Officer, Chief Financial Officer, Chief Operating Officer, Director of Finance, Director of Operations, Director of Growth and Strategy, and Regional Vice Presidents.

The terms department refers to the specific area of responsibility/section for the following positions: Director of Human Resources, Director Information Technology, Director of Professional Development, Director of Secondary Program, Director of Special Projects, Director of Special Education, Director of Student Services and Financial Analyst.

The term department refers to a specific school for all principal positions.



Appendix X:  
Uniform Complaint Policy



## **Uniform Complaint Procedure Policy**

The Board of Directors of Aspire Public Schools ("Aspire") recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs.

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by a local educational agency of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees.

This document presents information about how Aspire Public School processes UCP complaints concerning particular programs or activities in which we receive state or federal funding. A complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy Aspire Public Schools shall assist the complainant in the filing of the complaint.

Programs or activities in which Aspire Public Schools receives state or federal funding may include:

- Adult Education
- Consolidated Categorical Aid Programs
- Migrant Education
- Career Technical and Technical Education and Training Programs
- Child Care and Developmental Programs
- Child Nutrition Programs
- Special Education Programs
- Safety Planning Requirements

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE, or equivalent in the State of Tennessee.)

### **The responsibilities of the Aspire Public Schools**

Aspire Public Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if Aspire Public Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Aspire Public Schools to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

In California:

Aspire Public Schools  
ATTN: Director of Student Services  
1001 – 22<sup>nd</sup> Avenue, Suite 100  
Oakland, CA 94606

In Tennessee:

Aspire Public Schools  
ATTN: Executive Director  
516 Tennessee St., Ste. 406  
Memphis, TN 38103

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

### **Filing a complaint with the Aspire Public Schools**

Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a

program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Aspire Public Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,

- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Aspire reserves the right to modify locations for receipt of forms as necessary.



**COMMUNITY COMPLAINT FORM**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_  
\_\_\_\_\_

**Telephone** \_\_\_\_\_ (day)  
\_\_\_\_\_ (evening)

1 School site and person you are filing a complaint against:  
\_\_\_\_\_

2 Has this been discussed with him/her? Y \_\_\_ N \_\_\_ Date: \_\_\_\_\_

3 Has the complaint been discussed with the principal or supervisor? Y \_\_\_ N \_\_\_ Date: \_\_\_\_\_

**Description of Complaint:** Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What remedy or action do you suggest?  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date received by Aspire Home Office \_\_\_\_\_

Appendix XI:  
Discrimination and Harassment Policy





## **Discrimination/Harassment Policy**

Aspire Public Schools ("Aspire") shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire's programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

The Board of Directors (the "Board") shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire's "Discrimination/Harassment Complaint Procedure." Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Complaint Procedure."

Aspire's "Discrimination/Harassment Policy" and the "Discrimination/Harassment Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.



## Discrimination/Harassment Complaint Procedure

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

### **How to File a Complaint**

Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

### **Procedures**

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
  - The student who is complaining
  - The person accused
  - Anyone who saw the incident or conduct take place
  - Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - The Chief Executive Officer or designee
  - The parent/guardian of the student who complained
  - The parent/guardian of the person accused of the discrimination or harassing conduct
  - The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
  - Child protective agencies responsible for investigating child abuse reports
  - Legal counsel for Aspire
4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
  5. In reaching a decision about the complaint, the principal or designee may take into account:
    - Statements made by the persons identified above
    - The details and consistency of each person's account
    - Evidence of how the complaining student reacted to the incident
    - Evidence of past instances of discrimination or harassment by the accused person
    - Evidence of past complaints
  6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
    - How the misconduct affected one or more students' education
    - The type, frequency, and duration of the misconduct
    - The number of persons involved
    - The age and sex of the person accused of harassment
    - The subject(s) of harassment
    - The place and situation where the incident occurred
    - Other incidents at the school, including incidents of discrimination/harassment
  7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.
  8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.
  9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Appendix XII:  
Aspire Principal Performance Rubric

## Aspire Principal Performance Rubric

February 2013

Domain 1: Leadership, Vision and Culture	
Standards	Indicators
1.1 Embraces a shared vision of academic success for every student	A) Maintains a school-wide focus on high standards of achievement
	B) Creates a strong learning culture that communicates "college for certain"
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to the situations and context of the school
	B) Develops new leaders and provides leadership opportunities as appropriate
	C) Designs and utilizes effective forms of formal and informal communication
1.3 Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment
	B) Establishes a culture of respect and rapport which supports students' emotional safety
	C) Creates an inclusive and positive school culture that values diversity and meets the needs of all students
1.4 Allocates resources effectively to support student learning goals	A) Maintains a balanced budget focused on improving student achievement
	B) Manages time and prioritizes effectively
Domain 2: People Management	
2.1 Strategically recruits, hires, and retains most qualified staff	A) Attracts and selects effective teammates
	B) Mentors, develops and retains staff
2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals
	B) Builds a collaborative, well-functioning team
	C) Manages conflict
Domain 3: Instructional Leadership	
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of Aspire Instructional Guidelines (IG's)
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in the TCRP Aspire Instructional Rubric (AIR)
3.2 Provides coaching, supervision and evaluation of teachers	A) Uses teacher observation and feedback to increase student achievement
	B) Provides support to teachers in developing instructional plans
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement
	B) Regularly analyzes data and engages in data talks
3.4 Provides effective data driven professional development aligned with staff needs and school-wide goals	A) Provides professional development related to growth goals
	B) Actively participates in providing professional development
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom level programs and practices are in place to help students meet individual achievement needs when data indicate interventions are needed

## Aspire Principal Performance Rubric

*February 2013*

	B) Ensures that appropriate school-level and classroom level programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 plan
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## Aspire Principal Performance Rubric

February 2013

Domain 4: Professional Responsibilities	
Standards	Indicators
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks
Domain 5: Partnerships, Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

## Domain 1: Leadership, Vision and Culture

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Embraces a shared vision of academic success for every student	A) Maintains a school-wide focus on high standards of student achievement	Spends excessive time and energy on issues unrelated to student achievement; fails to focus self or others on student learning.	Consistently speaks of high standard of student achievement as the focus of the school	Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions	Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school and models that focus in all activities
	B) Creates a strong learning culture that communicates "college for certain"	Does not discuss or refer to the vision of the school; student behavior is not reflective of a "college for certain" culture; no artifacts or systems reflect the vision	Little time is spent sharing the vision; student behavior is somewhat reflective of a "college for certain" culture; few artifacts and systems reflect the "college for certain" culture	Periodic discussion focuses the community on the vision; student behavior is generally reflective of a "college for certain" culture	Vision is shared by all constituents and frequently referenced; student behavior is reflective of an effective learning community; creative artifacts and systems communicate with all constituents about going to college
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to the situation and the context of the school	Is completely authoritarian or provides no leadership at all; does not make leadership decisions based on the situation	Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches	Uses a number of leadership strategies skillfully; exercises good judgment about the appropriate management style to use	Uses a variety of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use
	B) Develops new leaders and provides leadership opportunities as appropriate	Does not identify leaders at school site; provides no opportunities for teachers or staff to lead	Provides some opportunities for teachers or staff to lead	Allows most staff an opportunity to lead	Delegates and collaborates as a way to train and motivate new leaders; staff feels empowered in formal and informal ways
	C) Designs and utilizes effective forms of formal and informal communication	Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly	Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments	Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens	Models effective two-way communication; is able to inspire as well as convey information



## Domain 1: Leadership, Vision and Culture

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
<b>1.3</b> Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment	Student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful.	Student discipline policy is handled inconsistently, but student behavior is orderly most of the time. School environment feels safe and respectful.	Student discipline policy is handled consistently. School environment feels safe and respectful.	Student discipline policy is handled consistently. Student behavior is reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus.
	B) Establishes a culture of respect and rapport which supports students' emotional safety	Interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students OR students exhibit disrespect for the principal.	Interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students OR students inconsistently exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of students AND students exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of student. AND Students exhibit respect for the principal AND The principal's interactions demonstrate a positive rapport with individual students.
	C) Creates an inclusive and positive school culture that values diversity and meets the needs of all students	Demonstrates limited awareness of the impact of diversity on student learning; does not help staff to navigate strengths and challenges provided by diverse students or perspectives; does not engage in courageous conversations about biases or has a limited skill set in addressing biased language and behaviors	Recognizes the impact of diversity on student learning; attempts to create a learning environment that is supportive of all students; develops some systems to support diverse student needs; seeks opportunities or reactively engages in courageous conversations about diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; engages staff in addressing learning needs and challenges originating from diversity and difference and creates systems to address these needs; develops staff capacity to engage in courageous conversations about how diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; Builds staff capacity to provide and lead supports for diverse groups; builds the school's and community's collective capacity by initiating direct conversations about culture and diversity; recognizes and integrates the learning opportunities that come from a diverse community

## Domain 1: Leadership, Vision and Culture

*February 2013*

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">1.4 Allocates resources effectively to support student learning goals</p>	<p>A) Maintains a balanced budget focused on improving student achievement</p>	<p>Does not manage budget effectively; budget does not meet bottom line; does not understand the basics of the budget nor makes any effort to learn.</p>	<p>Attempts to manage budget effectively to meet bottom line, is slightly over budget; understands basic principles of budget management</p>	<p>Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds ways to increase revenues and decrease costs as much as possible</p>	<p>Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds creative ways to maximize revenue and minimize costs; works with staff and community to match priorities with spending.</p>
	<p>B) Manages time and prioritizes effectively</p>	<p>Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's core mission</p>	<p>Makes a deliberate effort to spend time on the most mission-critical activities</p>	<p>Organizes time around the school's goals; is efficient taking care of lower priority items</p>	<p>Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff</p>

## Domain 2: People Management

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Strategically recruits, hires, and retains most qualified staff	A.) Attracts and selects effective teammates	Identifies or selects candidates based on inappropriate criteria; does use a sound and consistent process for hiring	Relies on Aspire-wide advertising to attract candidates; uses Aspire criteria and process to select staff	Uses multiple channels to identify and recruit strong candidates; consistently uses Aspire criteria and process to select staff	Proactively uses multiple channels to identify and recruit top performers for Aspire beyond school site; selects staff that represents a balanced mix of strengths and styles
	B) Mentors, develops and retains staff	Does not implement strategies to assess professional goals; does not create and implement processes to mentor new teachers and staff	Implements strategies to assess staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support	Consistently implements strategies to assess and support staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support	Consistently implements strategies to assess and staff professional goals and provides differentiated support; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support
2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals	Sets unclear expectations with staff; does not create PLP goals; staff performance is not monitored regularly; resists discussing results and metrics with staff; consistently underperforming staff are not placed on improvement plans	Creates PLP's for some but not all staff; places consistently underperforming staff on improvement plans but not in a timely manner and lacks sufficient data documentation OR does not follow-through with implementation of plan	Creates PLP's for all staff aligned to AIR, school goals, or Aspire Must Achieves; consistently places underperforming staff on improvement plans using sufficient evidence AND provides appropriate support	Creates a culture of accountability; creates individual PLP goals for all staff that align to Aspire AIR, school goals, and Aspire Must Achieves; creates improvement plans for underperforming staff based on multiple sources of evidence with sufficient supplemental documentation AND provides appropriate support
	B) Builds a collaborative, well-functioning team	Does not promote collaborative behavior among staff members; allows strong individuals to derail productive group work	Encourages staff to collaborate but lacks a culture of shared accountability; some but not all staff feel part of the team	Enables frequent collaboration among staff members; uses individuals' strengths effectively; creates a culture of shared accountability	Creates a culture of collaboration and mutual support; uses individual strengths effectively; fosters employee skills in team-building; creates a strong culture of shared accountability
	C) Manages conflict	Has little awareness of potential problems and/or areas of conflict with the school; does not have processes to resolve problems or areas of conflict OR	Demonstrates awareness of potential problems and/or areas of conflict with the school; has some processes in place to resolve problems and/or areas of	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts and does so consistently to result	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts skillfully and does

## Domain 2: People Management

		does so inconsistently	conflict	in the best interest of students and the school	so consistently to result in the best interest of students and the school AND develops the capacity of all school staff to manage conflict effectively
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### Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of Aspire Instructional Guidelines	Does not understand Aspire Instructional Guidelines or has no vision for implementation of Aspire IG's; does not use IG's in coaching teachers	is aware of Aspire IG's and has some vision for implementation; occasionally uses Aspire IG's in coaching teachers	Understands Aspire IG's and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of Aspire IG's and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses the to coach teachers
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in the TCRP Aspire Instructional Rubric (AIR)	Does not understand Aspire Instructional Rubric or has no vision for implementation of TCRP AIR; does not use AIR in coaching teachers	Is aware of Aspire Instructional Rubric and has some vision for implementation; occasionally uses the TCRP AIR in coaching teachers	Understands the TCRP AIR and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of TCRP AIR and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses the to coach teachers

### Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
3.2 Provides coaching, supervision and evaluation of teachers	A) Uses teacher observation and feedback to increase student achievement	Spends very little time in classrooms observing teachers OR conducts less than 3 mini observations and 1 formal observation per teacher OR observes teachers but does not follow-up with teachers	Observes and provides informal feedback (including follow-up with teachers) for most teachers at least monthly AND provides teachers with feedback for at least 3 mini observations and 1 formal observation aligned with TCRP Aspire Instructional Rubric	Maintains a regular schedule of classroom observations spending an average of one hour per day in classrooms and ensuring that every teacher is substantively observed at least weekly during the school year AND provides teachers with timely written feedback about observations (including follow-up) in a way that is aligned with the TCRP AIR AND provides teachers with feedback for at least 3 mini observations and 1 formal observation aligned with the TCRP AIR	Maintains a regular schedule of classroom observations and ensures that all teachers are substantively observed at least weekly during the school year AND observation times and topics are geared towards educators' professional development goals; explicitly links observations to educators' personalized learning plans, TCRP AIR, school goals, student achievement data and Aspire Must Achieves in a continuous way AND uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) aligned to Aspire AIR beyond 3 mini observations and 1 formal observation
	B) Provides support to teachers in developing instructional plans	Does not participate in planning with teachers; does not provide teachers with feedback on lesson plans	Participates in planning with teachers, but does so inconsistently or does not make a valuable contribution to the planning process; inconsistently provides feedback on lesson plans or does not provide meaningful feedback	Participates in planning with teachers regularly; consistently provides meaningful feedback on lesson plans	Participates in planning with teachers regularly; consistently provides feedback on lesson plans to advance teacher effectiveness on the Aspire Instructional Rubric (AIR)

### Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement	Attempts to establish written achievement goals at the school level but does not complete the task or does so partially	Establishes written achievement goals at the school level	Establishes written achievement goals at the school level and regularly refers to these goals and reminds faculty and staff of these goals	All staff, faculty, families and students are aware of student achievements goals including times when goals are refined as data is accumulated
	B) Regularly analyzes data and engages in data talks	Does not use data in making decisions or coaching teachers; does not make data available to staff; does not engage in regular data talks	Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data with staff	Analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching and regularly conducts Cycles of Inquiry	Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate by subgroups to reinforce school goals and guide daily activities AND regularly conducts and participates in Cycles of Inquiry
3.4 Provides effective data driven professional development aligned with staff needs and school-wide goals	A) Provides professional development related to growth goals	Attempts to ensure that job-embedded professional development is provided to teachers but does not complete the task or does so partially	Ensures that job-embedded professional development is provided to teachers	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals AND continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on teacher growth goals

### Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
	B) Actively participates in providing professional development	Displays little or no evidence of new learning or sharing that learning with colleagues	Occasionally devotes faculty meetings to professional development and shares personal learning experience with colleagues but relies on others to lead each professional development opportunity	Regularly engages staff in professional development AND personally leads professional development at various times throughout the school year	Regularly engages staff in professional development AND is an active participant in professional development by leading or collaboratively conducting professional development with teachers or other experts
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed	Attempts to ensure that programs and practices, such as RTI, are in place for individuals who are not making adequate progress, but does not complete the task or does so partially	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that students are successfully completing these programs	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that students are successfully completing these programs AND continually expands the options for individual students to make adequate progress
	B) Ensures that appropriate programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 Plan	Attempts to ensure that programs and practices are in place for students with IEPs or 504s, but does not complete the task or does so partially; out of compliance	Ensures that programs and practices are in place for students with IEPs or 504s; accommodations are implemented inconsistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs; ensures that appropriate accommodations are implemented consistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs AND continually expands the options for individual students to make adequate progress AND ensures that accommodations are implemented consistently and modified as needed



## Domain 4: Professional Responsibilities

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Acceptance of feedback	The principal is resistant to feedback from supervisors or colleagues for use in improving practice.	The principal accepts feedback from supervisors and colleagues for use in improving practice.	The principal welcomes feedback from supervisors and colleagues for use in improving practice.	The principal seeks out feedback from supervisors and colleagues for use in improving practice.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The principal avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The principal participates in professional community activities as required, maintaining cordial relationships with colleagues.	The principal actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The principal makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The principal resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The principal applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The principal welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The principal seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The principal demonstrates little commitment to supporting shared agreements that support student learning.	The principal adheres to shared agreements that support student learning.	The principal contributes to and actively endorses shared agreements that support student learning.	The principal assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

## Domain 4: Professional Responsibilities

*February 2013*

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">4.3 Uphold and exhibit the CMO norms and expectations</p>	<p>A) Ethics and professionalism</p>	<p>The principal has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.</p>	<p>The principal displays a moderate level of ethics and professionalism in dealing with colleagues.</p>	<p>The principal displays a high level of ethics and professionalism in dealings with both colleagues and students.</p>	<p>The principal displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.</p>
	<p>B) Norms described by school/CMO handbooks</p>	<p>The principal inconsistently complies with school and CMO policies and timelines.</p>	<p>The principal complies with school and CMO policies and timelines, doing just enough to "get by."</p>	<p>The principal fully supports and complies with school and CMO policies and timelines.</p>	<p>The principal assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.</p>

## Domain 5: Partnerships, Family and Community

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
<b>5.1</b> Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The principal provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The principal adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The principal initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The principal promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The principal does not respond, or regularly responds insensitively to parent concerns about students.	The principal responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The principal responds to parent concerns in a timely and culturally respectful manner.	The principal responds to parent concerns in a pro-active, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The principal makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The principal makes modest and partially successful attempts to engage families in the instructional program.	The principal efforts to engage families in the instructional program are frequent and successful.	The principal's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
<b>5.2</b> Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The principal does not provide parents with strategies to support their child's success and college-readiness.	The principal provides parents with limited strategies to support their child's success and college-readiness.	The principal provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The principal works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

## Domain 5: Partnerships, Family and Community

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">5.3 Help students leverage resources in their community that support their success in college and beyond</p>	<p>B) Knowledge of community resources</p>	<p>The principal is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.</p>	<p>The principal demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.</p>	<p>The principal displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.</p>	<p>The principal demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.</p>
	<p>C) Support for students in accessing these resources</p>	<p>The principal is unaware of resources and therefore unable to support students accessing resources.</p>	<p>The principal refers students to other adults in the school to support students in accessing resources.</p>	<p>The principal supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.</p>	<p>The principal supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.</p>

Appendix XIII:  
Aspire Instructional Rubric

## Aspire Instructional Rubric (AIR)

2013-2014

Domain 1: Data-Driven Planning and Assessment	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives through summative assessments
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery.	A) Selection and progression of formative assessments
	B) Planned response to formative assessment data
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

## Aspire Instructional Rubric (AIR)

2013-2014

Domain 4: Professional Responsibilities	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks
Domain 5: Partnerships, Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing a specific level of cognition (Bloom's Level) or content. AND Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content. OR Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) include both a specific level of cognition (Bloom's Level) and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	All of level 3 and... Learning objective(s) exceed level of cognitive demand (Bloom's Level) required by content standards.
	B) Measurability of learning objectives through summative assessments	Culminating lesson assessment does not measure the independent mastery of the learning objective(s).	Culminating lesson assessment measures the independent mastery of the learning objective(s) but only uses general criteria for measuring success.	Culminating lesson assessment measures the independent mastery of the learning objective(s) and uses specific criteria for measuring success.	All of level 3 and... AND is measured by multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility. AND The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences at students' various ZPD levels throughout the lesson cycle.	The teacher inconsistently plans cognitively engaging learning experiences at students' various ZPD levels throughout the lesson cycle. OR Instructional plans include cognitively engaging learning experiences at students' various ZPD levels but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences at students' various ZPD levels throughout the lesson cycle and each learning experience provides appropriate time and support.	All of level 3 and... Instructional plans provide differentiated cognitively engaging learning experiences at students' various ZPD levels for subgroups of students.



## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization <i>or</i> instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization <i>and</i> instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	The teacher uses student data to inform planning of content organization <i>and</i> instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students. AND The teacher cites instructional strategies to meet the needs of individual students.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for the whole class of students.	The teacher identifies some prerequisite knowledge and skills to achieve the standard/learning objective(s), but key prerequisite knowledge may not be identified. OR The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for the whole class of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students.	All of level 3 and... The teacher includes strategies to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student content misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student content misconceptions <i>but does not</i> include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student content misconceptions <i>and</i> includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	All of level 3 and... The teacher includes opportunities for students to uncover and correct their own content misconceptions.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
1.5 Design assessments to ensure student mastery	A) Selection and progression of formative assessments	Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.	The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.	Different types of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing toward student mastery of the learning objective(s).	All of level 3 and... The formative assessments are differentiated to yield actionable data about subgroups of students.
	B) Planned response to formative assessment data	The teacher has not planned to adjust instruction based on the data from formative assessments.	The teacher inconsistently plans to adjust instruction based on the data from formative assessments.	The teacher plans to adjust instruction based on the data from each formative assessment.	All of level 3 and... The teacher articulates how students will be involved in establishing next steps.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Creates a classroom/community culture of learning	A. Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete <b>tasks</b> without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to <b>learn</b> and persist in producing high quality work.	All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A. Behavioral expectations	It is evident that the teacher did not teach standards for student behavior.  OR  Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior.  OR  Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior.  AND  Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior.  Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.
	B. Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	Classroom exhibits no need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.	All of level 3 and... The teacher's interactions demonstrate a positive rapport with individual students.
	B. Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	Student interactions are polite and respectful, and students support each other's learning. AND Students encourage each other <i>individually</i> .
2.4 Use smooth and efficient transitions, routines, and procedures	A. Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.	The teacher has established and implements routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.	All of level 3 and... Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B. Connections to prior and future learning experiences	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior <i>or</i> future learning. OR The teacher makes connections to prior <i>and</i> future learning but the connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior <i>and</i> future learning to further student understanding of the content material.	The teacher facilitates as students build connections between the current learning objective(s) and their prior <i>and</i> future learning.
	C. Criteria for success	The teacher does not mention criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s). Exemplars and models are not provided.	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s) and provides exemplars and models.  AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	All of level 3 and... The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instructional Cycle	A. Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	All of level 3 and... To address the needs of subgroups or an individual student, the teacher adapts pacing or the release of responsibility.
	B. Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging (at students' various ZPD levels). OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of standard/learning objectives.	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	All of level 3 and... Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by the standard/learning objective(s).

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A. Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is not used.	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is used inconsistently.	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. AND Wait time is used consistently.	All of Level 3 and... Students pose questions that require cognitive challenge. OR Students initiate questions to further their own or other students' understanding of the content.
	B. Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
	C. Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	All of level 3 and... Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective.
	D. Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.	All of level 3 and... Students choose, adapt, or create materials to extend learning.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitoring student learning during instruction	A. Checking for understanding and adjusting instruction	The teacher does not check for students' understanding of the learning objectives during the lesson. OR The teacher does not adjust instruction based on the data.	The teacher inconsistently checks for understanding throughout the lesson cycle. OR The checks do not yield actionable data on students' progress toward the learning objective(s). OR The teacher inconsistently or ineffectively adjusts instruction based on the data.	The teacher checks for understanding using different techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s). AND The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.	All of level 3 and... The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).
	B. Feedback to students	The teacher does not provide feedback to students. OR Feedback does not advance students toward mastery of the learning objective(s).	The teacher provides feedback but not throughout the lesson. OR Feedback inconsistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s).	The teacher provides feedback throughout the lesson cycle that is specific and timely. AND Feedback consistently advances students toward attainment of the learning objective(s). AND Students provide specific feedback to one another.
	C. Self-monitoring	The teacher does not provide students with opportunities to engage in self-monitoring of their own progress or thinking.	The teacher provides students with opportunities for self-monitoring exercises that do not move students towards mastery of the learning objective(s).	The teacher provides and students engage in self-monitoring exercises that move students towards mastery of the objective(s).	All of level 3 and ... Students judge their own performance relative to success criteria and specifically identify further steps in learning.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">4.1</p> <p>Engage in critical reflection, constantly revising practice to increase effectiveness</p>	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a somewhat accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved OR how the teacher's practice can be improved in future lessons.	The teacher makes specific suggestions about how the lesson could be improved AND how the teacher's practice can be improved in future lessons.	All of level 3 and... The teacher predicts how the improvements will advance student learning in future lessons.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.
<p style="text-align: center;">4.2</p> <p>Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning</p>	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.



## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
4.3  Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">5.1</p> <p style="text-align: center;">Develop two-way communication with families about student learning and achievement</p>	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	The teacher responds to parent concerns in a proactive, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
<p style="text-align: center;">5.2</p> <p style="text-align: center;">Equip families with a variety of strategies to support their child's success and college readiness</p>	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

## Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3  Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

Appendix XIV:  
Aspire Sample School Health and Safety Plan



## COMPREHENSIVE SCHOOL SAFETY PLAN

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## INTRODUCTION

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

## CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

### Entrances and Exits

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

### Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

## Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

## **Fingerprinting Policy**

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

### *Who should be fingerprinted*

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering or campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

### *Who pays for fingerprinting*

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is



not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

## **Registered Sex Offender Policy**

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with "Megan's Law", the principal or designee shall notify parents/guardians annually of the availability of the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be

collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

## EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

### Drills

It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill:** A Civil Defense Drill should be conducted at least twice each school year following the (school's or Aspire's) Civil Defense Procedure.
- **Earthquake Duck & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the (School or Aspire) Major Disaster Plan.

### Civil Defense Procedures

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

### Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

**At the sound of the "Alert" signal:**

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

**At the sound of the “Take Cover” signal:**

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors; leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

**At the “All Clear” signal:**

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

## **Staff Responsibilities**

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

*Principal*

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

*Teachers*

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students’ emergency cards.

*Office Manager*

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

### *Custodial Engineers*

Shut off the valves for gas, water, electricity and air conditioning (if necessary).  
Open all gates and doors to assembly and exit areas.

### *Aides, Volunteers and Other Adults*

Should assist teachers working with students to keep them safe, orderly and comfortable.  
Be on call for Administrators' requests.

### *Community Council*

In advance of emergencies, the Community Council should ensure the following emergency supplies are stored:

#### Student Emergency Packets (1 per student)

2 quarts of water  
Solar blanket  
Food for two days  
Note from parents with emergency instructions

#### School Emergency Supplies:

First aid kits  
Flashlights  
Batteries  
Radios  
Megaphone  
Walkie-talkies

## **Emergency Procedures**

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Principal assesses the situation.
2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.

12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

## **First Aid**

The First Aid area should be located at an assigned place and properly stocked at all times. The First Aid team will consist of individuals assigned by the principal or designee.

## **DISASTER PLANS**

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

### **Fire**

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

### **Earthquake**

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.

3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to after shocks.
5. Staff to follow emergency procedures previously described.

## **Flood/ Severe Weather**

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

## **Electrical Failure**

1. Principal and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

## **Gas Line Break**

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

## **Water Main Break**

1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

## **Water Contamination**

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

## **Chemical Spill/ Incident**

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.

3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

## Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

## Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:



1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

## **Explosion**

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

## **Death/Suicide**

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

## **Intruders/ Vicious Animals**

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

## SCHOOL UNIFORMS

Aspire policy requires all students at Aspire schools to wear uniforms, beginning in the 2005-06 school year. Aspire Public Schools is committed to create a culture of academic rigor in our schools. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

- *Uniform selection:* The specific uniform (i.e. colors and other specifications) will be determined by the school site with consideration for feeder schools.
- *Support for needy families:* Each school will designate philanthropy or general funds to support families who may need assistance in meeting the uniform requirements.
- *Exceptions:* Because Aspire schools are schools of choice, there will be NO exemptions for students.

## STUDENT DISCIPLINE

Aspire believes that one of the major functions of education is the preparation of youth for responsible citizenship. Aspire shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, Aspire shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide Aspire schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in Aspire charter petitions, the policies and procedures for suspension and expulsion of Aspire students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

### Discipline in General

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;

- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for “time out”;
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

All Aspire employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

## Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any Aspire activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student’s presence would constitute a danger to persons or property or seriously disrupt the educational process.

### *Authority to Suspend:*

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The Superintendent or his/her designee may extend a student’s suspension pending final decision by the Aspire Board of Directors – Executive Committee (“Aspire Executive Committee”) on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Executive Committee on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Chief Executive Officer or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.

- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

#### *Grounds for Suspension and Expulsion*

The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the

- performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
  - **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
  - *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
  - **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
  - *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
  - *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
  - **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
  - **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
  - *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
  - *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
  - *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
  - **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
  - *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
  - **Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4)
  - *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
  - **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both (Ed.Code 48900.7)

- *Definition of Terrorist Threat:* includes 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 (\$1,000.00),
  - 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,
    - his or her immediate family's safety,
    - the protection of school property, and/or
    - the personal property of the person threatened or of his or her immediate family.
- **Electronic Signaling Device:** Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- *Note:* Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

*See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.*

## Expulsion

Expulsion is the involuntary removal of a student from all schools and programs of Aspire for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Aspire Board of Directors – Executive Committee (“Aspire Executive Committee”).

In the event that a student is recommended for expulsion from Aspire, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. Aspire will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The Aspire Executive Committee, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Aspire Executive Committee's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

*Expellable Offenses:*

Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the Aspire Executive Committee **must expel** the student.

- Possessing, selling or otherwise furnishing a firearm when an Aspire employee verified firearm possession,
- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be **recommended for expulsion** unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

**Note:** The Aspire Executive Committee's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

**Note:** If the Discipline Review Board chooses not to recommend the expulsion of the student, Aspire may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

*See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.*

## **ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY**

Aspire Public Schools ("Aspire") is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. Aspire will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities. Furthermore, all programs and activities at Aspire shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

### **Students**

All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards should be used to measure achievement and create comparable educational opportunities.



The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure." Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure."

Aspire's "Anti-Discrimination and Anti-Harassment Policy" and the "Discrimination/Harassment Student/Parent Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be mailed to parents/guardians.

## **Employees – Sexual Harassment**

Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Aspire will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

### *A. Definitions*

- (1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.
- (2) Unwelcome Conduct of a Sexual Nature.
  - (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
  - (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
  - (c) Aspire prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

### *B. Sexual Harassment Prohibited*

- (1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
  - (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
  - (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
  - (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.
- (2) Specific Prohibitions--Administrators and Supervisors.
  - (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
  - (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
- (3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.
- (4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

### *C. Reporting, Investigation, and Sanctions*

- (1) It is the express policy of Aspire to encourage victims of sexual harassment to report such claims. Aspire understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Aspire should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.
  - (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.
  - (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.
  - (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.
- (2) Every reported complaint of harassment will be investigated promptly and thoroughly by Aspire. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the

investigation is completed, Aspire will notify the complainant of the results of the investigation. Aspire will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Aspire will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

- (3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.
- (4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

#### *D. Filing Complaints with State and Federal Agencies*

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

### **Employees – All Other Kinds of Discrimination or Harassment**

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

#### *Complaint Procedure*

Aspire's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as

detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Aspire will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If Aspire determines that prohibited harassment or other conduct that violates an Aspire policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

#### *Liability for Harassment*

Any employee of Aspire, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Aspire does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Aspire reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

## **PREVENTION OF CHILD ABUSE POLICY**

Aspire is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

### **Reporting Suspected Abuse/Neglect**

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Aspire's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Aspire must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

*See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.*

### **Reporting Problems at the School Site**

Aspire maintains zero tolerance for abuse. Every member of any Aspire community must participate actively in the protection of its students.

All Aspire schools will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

In the event that any current or future Aspire employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any Aspire premises, he or she is required to immediately report their observations to the principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,
- “private time” with students,
- taking students off premises without adhering to procedures,
- buying unusual gifts for children and youth,
- swearing or making suggestive comments to students,
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

Aspire will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

## **EMPLOYEE CONDUCT WITH STUDENTS**

All Aspire employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all Aspire employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

## **Alcohol, Tobacco, and Controlled Substances**

All Aspire employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

## **Transportation of Students**

Aspire employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

- a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;
- e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- g) Whenever possible, two Aspire employees should collectively engage in the transportation activity.

## **Language**

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.

Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of Aspire's health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

## **Gifts**

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

## **Attire**

Employees must be appropriately and professionally dressed in presence of students. Each school may adopt its own dress code for employees and employees will be expected to follow that code.

## **Behavior**

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

## **Physical contact with students**

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:

- Handshakes;
- “High Fives” or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but are not limited to:

- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

All Aspire employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,

- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.



Appendix XV:  
Suspension and Expulsion Procedures

## **Aspire Suspension and Expulsion Procedures**

### **Suspension**

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

#### Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

#### Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to an Aspire school activity, 2) school attendance occurring at an Aspire school or at any other school, or 3) at an Aspire school's sponsored event.

#### Suspension Alternatives

The Aspire CEO, CEO Designee, or Principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours.

#### Grounds for Suspension and Expulsion

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
  - c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
  - 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 Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - 2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - A. A message, text, sound, or image.
    - B. A post on a social network Internet Web site including, but not limited to:
      - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) 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, pursuant to this section, 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 harm.

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

- Committed sexual harassment as defined in the Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code.
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property.
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and

signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).

The total number of days for which a student maybe suspended from school shall not exceed 20 school days in any school year. A student who accumulates more than 20 days of suspension in a school year shall be recommended for expulsion to the Aspire Board of Directors.

3. **Legal Notifications**-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken.

**Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

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

5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the Aspire home office (Attention: Director of Student Services) and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.

#### Appeals Process

A student or the student's parents guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his her school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

#### Expulsion

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature, expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- a student has accumulated 20 or more days of suspension in a school year
- or when the student's presence causes a continuing danger to other students.

#### Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

### **Expellable Offenses**

#### **• Mandatory Expulsion**

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

#### **Mandatory Expulsion does not require a second finding of fact.**

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

#### **• Mandatory Recommendation for Expulsion**

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

#### **Mandatory Recommendation for Expulsion requires a second finding of fact.**

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



- **Permissive Expulsion- requires a second finding of fact**

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

### **Special Procedures for the Consideration of Expulsion of Students with Disabilities**

1. **Notification of District of Residence**

Aspire Public Schools shall immediately notify the District of Residence and coordinate the procedures in this policy with said District for any student with a disability or student who is currently undergoing assessment for a possible disability. Aspire Public Schools is responsible for ensuring that students with known disabilities are provided educational services during and following expulsion proceedings until they enroll in a different LEA.

2. **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, 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.

3. **Procedural Safeguards/Manifestation Determination**

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

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

If the Aspire School's principal or designee, the parent, and relevant members of the IEP/504 Plan 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 Aspire Principal, the parent, and relevant members of the IEP/504 Plan Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Aspire school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has previously been developed,
  - i. review the behavioral intervention plan,
  - ii. and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Aspire School Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### 4. Due Process Appeals

In situations where the parent of an Aspire student with a disability disagrees with any decision regarding placement or the results of a manifestation determination hearing, or Aspire Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement.

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

#### 5. Special Circumstances

Aspire Public School administrators, the CEO or designee (Director of Special Education) may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The CEO or designee (Director of Special Education) may remove a student to an interim alternative educational setting for not more than forty-five (45) days

without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

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

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

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

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

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

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

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

Appendix XVI:  
Evidence of Insurance Coverage

EVIDENCE OF COVERAGE BOUND



POLICY TERM

EFFECTIVE DATE

July 1, 2013 12:01 am

EXPIRATION DATE

July 1, 2014 12:01 am

Attn: Jennifer Chu  
 PO Box 969, Weimar, CA 95736  
 (888) 901-0004 / F (530) 236-9569

NAMED INSURED

Aspire Public Schools  
 1001 22nd Avenue  
 Oakland, CA 94606

COVERAGE PROVIDED BY

COVERAGE PROVIDER A: CALIFORNIA CHARTER SCHOOLS JPA  
 COVERAGE PROVIDER B: TRAVELERS INSURANCE COMPANY  
 COVERAGE PROVIDER C: SAFETY NATIONAL CASUALTY CORPORATION  
 COVERAGE PROVIDER D: SCOTTSDALE INSURANCE COMPANY  
 COVERAGE PROVIDER E: LLOYDS OF LONDON  
 COVERAGE PROVIDER F: ARCH INSURANCE COMPANY  
 COVERAGE PROVIDER G: LEXINGTON INSURANCE

CO Ltr	TYPE OF COVERAGE	LIMITS
A,B	<b>PROPERTY</b> <input checked="" type="checkbox"/> Building <input checked="" type="checkbox"/> Personal Property <input checked="" type="checkbox"/> Builders Risk <input checked="" type="checkbox"/> Property in Transit <input checked="" type="checkbox"/> Extra Expense <input checked="" type="checkbox"/> Ordinance or Law  Valuation: <input checked="" type="checkbox"/> Replacement Cost <input type="checkbox"/> Actual cash value  Deductible: \$1,000 PER OCCURRENCE	BUILDING \$ 107,167,395 CONTENTS \$ 3,953,088 ELECTRONIC DATA PROCESSING \$ 2,987,745 BUILDERS RISK \$ 2,500,000 EXTRA EXPENSE \$ 1,000,000
A	<b>GENERAL LIABILITY - LAYER 1</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) <input checked="" type="checkbox"/> SEXUAL ABUSE (CLAIMS MADE)  Exposure Basis: 12,553 Students	PER OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES \$ 1,000,000 PREMISES MED PAY (per person) \$ 10,000 PREMISES MED PAY (per occurrence) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000
A	<b>GENERAL LIABILITY - LAYER 2</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY (PER OCCURRENCE) <input checked="" type="checkbox"/> SEXUAL ABUSE (CLAIMS MADE)  Exposure Basis: 12,553 Students	PER OCCURRENCE \$ 9,000,000 JPA MEMBERS' ANNUAL AGGREGATE \$ 18,000,000
A	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	COMBINED SINGLE LIMIT (Per Accident) \$ 10,000,000 PROPERTY DAMAGE (Per accident) \$ 10,000,000 UNINSURED/UNDERINSURED (per accident) \$ 10,000,000 AUTO MED PAY (per person) \$ 10,000 AUTO MED PAY (per accident) \$ 50,000
A	<b>CRIME</b> <input checked="" type="checkbox"/> MONEY & SECURITIES <input checked="" type="checkbox"/> FORGERY OR ALTERATION <input checked="" type="checkbox"/> EMPLOYEE DISHONESTY	EMPLOYEE DISHONESTY \$ 1,000,000 FORGERY OR ALTERATION \$ 1,000,000 MONEY & SECURITIES \$ 1,000,000
A	<b>EDUCATORS' LEGAL LIABILITY</b> <input checked="" type="checkbox"/> ERRORS & OMISSIONS  Deductible: \$25,000.00 per occurrence	PER OCCURRENCE/PER CLAIM \$ 1,000,000
D	<b>PROFESSIONAL LIABILITY - LAYER 1</b> <input checked="" type="checkbox"/> DIRECTORS & OFFICERS & COMPANY (D&O) <input checked="" type="checkbox"/> EMPLOYMENT PRACTICE LIABILITY (EPLI) <input checked="" type="checkbox"/> FIDUCIARY LIABILITY Deductibles (per claim): DIRECTORS & OFFICERS & COMPANY (D&O): \$25,000 EMPLOYMENT PRACTICE LIABILITY: \$25,000	PER CLAIM AGGREGATE \$ 1,000,000 COSTS, CHARGES AND EXPENSES AGG. \$ 1,000,000 ANNUAL MEMBER MAXIMUM AGGREGATE \$ 2,000,000
A	<b>PROFESSIONAL LIABILITY - LAYER 2</b> <input checked="" type="checkbox"/> DIRECTORS & OFFICERS & COMPANY (D&O) <input checked="" type="checkbox"/> EMPLOYMENT PRACTICE LIABILITY (EPLI)	PER CLAIM \$ 9,000,000 ANNUAL MEMBER MAXIMUM AGGREGATE \$ 18,000,000
A	<b>EMPLOYEE BENEFITS LIABILITY</b>	PER OCCURRENCE \$ 1,000,000
G	<b>EXCESS LIABILITY</b> <input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> AUTO LIABILITY <input checked="" type="checkbox"/> EDUCATORS' LEGAL LIABILITY <input checked="" type="checkbox"/> EMPLOYEE BENEFITS LIABILITY <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY <input checked="" type="checkbox"/> D&O <input checked="" type="checkbox"/> EPLI	PER OCCURRENCE \$ 15,000,000 JPA MEMBERS' ANNUAL AGGREGATE LIMIT \$ 15,000,000
A, C	<b>WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY</b>  Exposure Basis: 1,232 Employees \$60,223,520.00 Annual Payroll	WORKERS' COMPENATION STATUTORY E.L. PER ACCIDENT \$ 5,000,000 E.L. DISEASE - PER EMPLOYEE \$ 5,000,000 E.L. DISEASE - POLICY LIMIT \$ 5,000,000
A, E	<b>DOMESTIC TERRORISM</b>	PER CLAIM & JPA MEMBERS' ANNUAL AGG. \$ 5,000,000
F	<b>STUDENT ACCIDENT</b>  Exposure Basis: 12,553 Students	PER ACCIDENT \$ 25,000 ACCIDENTAL DEATH & DISMEMBERMENT \$ 5,000 AGGREGATE LIMIT PER LOCATION \$ 250,000

**INSURED SCHOOLS AND LOCATIONS**

**Aspire Public Schools**

1001 22nd Avenue

Oakland, CA 94606

1001 22nd Avenue, Oakland, CA 94606



**Aspire 66th Avenue Project**

1009 66th Avenue  
Oakland, CA 94608  
1009 66th Avenue, Oakland, CA 94608

**Aspire Alexander Twilight College Preparatory Academy**

2360 El Camino Avenue  
Sacramento, CA 95281  
2360 El Camino Avenue, Sacramento, CA 95281

**Aspire Alexander Twilight Secondary Academy**

2360 El Camino Avenue  
Sacramento, CA 95281  
2360 El Camino Avenue, Sacramento, CA 95281

**Aspire Antonio Maria Lugo Academy**

2665 Clarendon  
Huntington Park, CA 90255  
2665 Clarendon, Huntington Park, CA 90255

**Aspire APEX Academy**

444 N. American St  
Stockton, CA 95202  
444 N. American St, Stockton, CA 95202

**Aspire Benjamin Holt College Preparatory Academy**

3293 East Morada Lane  
Stockton, CA 95212  
3293 East Morada Lane, Stockton, CA 95212

**Aspire Berkeley Maynard Academy**

6200 San Pablo Avenue  
Oakland, CA 94608  
6200 San Pablo Avenue, Oakland, CA 94608

**Aspire California College Preparatory Academy**

2125 Jefferson Avenue  
Berkeley, CA 94703  
2125 Jefferson Avenue, Berkeley, CA 94703

**Aspire Capitol Heights Academy**

2520 33rd Street  
Sacramento, CA 95817  
2520 33rd Street, Sacramento, CA 95817

**Aspire Centennial College Preparatory Academy**

2079 Saturn Avenue  
Huntington Park, CA 90255  
2071 Saturn Avenue, Huntington Park, CA 90255

**Aspire Clarendon Elementary School**

6720 S. Alameda Street  
Huntington Park, CA 90255  
6720 S. Alameda Street, Huntington Park, CA 90255

**Aspire College Academy**

8030 Atherton Street  
Oakland, CA 94605  
8030 Atherton Street, Oakland, CA 94605



**Aspire Downtown Stockton Preparatory Academy**

444 N. American  
Stockton, CA 95202  
444 N. American, Stockton, CA 95202

**Aspire East Palo Alto Charter School**

1286 Runnymede Street  
East Palo Alto, CA 94303  
1286 Runnymede Street, East Palo Alto, CA 94303

**Aspire East Palo Alto Phoenix Academy**

1039 Garden Street  
Palo Alto, CA 94303  
1039 Garden Street, Palo Alto, CA 94303

**Aspire ERES Academy**

1936 Courtland Avenue  
Oakland, CA 94601  
1936 Courtland Avenue, Oakland, CA 94601

**Aspire Firestone Academy**

8929 Kauffman Avenue  
South Gate, CA 90280  
8929 Kauffman Avenue, South Gate, CA 90280

**Aspire Gateway Academy**

8929 Kauffman Avenue  
South Gate, CA 90280  
8929 Kauffman Avenue, South Gate, CA 90280

**Aspire Golden State College Preparatory Academy**

1009 66th Avenue  
Oakland, CA 94621  
1009 66th Avenue, Oakland, CA 94621

**Aspire Huntington Park Charter School**

6005 Stafford Avenue  
Huntington Park, CA 90255  
6005 Stafford Avenue, Huntington Park, CA 90255

**Aspire Inskip Academy**

123 W. 59th Street  
Los Angeles, CA 90003  
123 W. 59th Street, Los Angeles, CA 90003

**Aspire Junior Collegiate Academy**

6720 S. Alameda Street  
Huntington Park, CA 90255  
6720 S. Alameda Street, Huntington Park, CA 90255

**Aspire Langston Hughes Academy**

2050 West Lane  
Stockton, CA 95205  
2050 West Lane, Stockton, CA 95205

**Aspire Lionel Wilson College Preparatory Academy**

400 105th Avenue  
Oakland, CA 94603  
400 105th Avenue, Oakland, CA 94603

**Aspire Millsmont Academy**

3200 62nd Avenue  
Oakland, CA 94605-1614  
3200 62nd Avenue, Oakland, CA 94605-1614

**Aspire Monarch Academy**

1445 101st Avenue  
Oakland, CA 94603  
1445 101st Avenue, Oakland, CA 94603

**Aspire Pacific Academy**

2565 58th Street  
Huntington Park, CA 90255  
2565 58th Street, Huntington Park, CA 90255

**Aspire Port City Academy**

2040 West Lane  
Stockton, CA 95205  
2040 West Lane, Stockton, CA 95205

**Aspire Ollin Academy**

2540 East 58th Street  
Huntington Park, CA 90255  
2540 East 58th Street, Huntington Park, CA 90255

**Aspire River Oaks Charter School**

1801 Pyrenees Avenue  
Stockton, CA 95210  
1801 Pyrenees Avenue, Stockton, CA 95210

**Aspire Rosa Parks Academy**

1930 South D. Street  
Stockton, CA 95206  
1930 South D. Street, Stockton, CA 95206

**Aspire Slauson Academy**

123 W. 59th Street  
Los Angeles, CA 90003  
123 W. 59th Street, Los Angeles, CA 90003

**Aspire Summit Charter Academy**

2036 E. Hatch Road  
Modesto, CA 95351  
2036 E. Hatch Road, Modesto, CA 95351

**Aspire Tate Academy**

123 W. 59th Street  
Los Angeles, CA 90003  
123 W. 59th Street, Los Angeles, CA 90003

**Aspire Titan Academy**

6724 South Alameda Street  
Huntington Park, CA 90255  
6724 South Alameda Street, Huntington Park, CA 90255

**Aspire University Charter School**

3313 Coffee Road  
Modesto, CA 95355  
3313 Coffee Road, Modesto, CA 95355

**Aspire Vanguard College Preparatory Academy**

5255 First Street

Empire, CA 95319

5255 First Street, Empire, CA 95319

**Aspire Vincent Shalvey Academy**

10038 Hwy 99 E. Frontage Road

Stockton, CA 95212

10038 Hwy 99 E. Frontage Road, Stockton, CA 95212

**SCHEDULE OF VEHICLES**

None Reported

TOTAL VEHICLE VALUES: \$0

Appendix XVII:  
School Financials

### Three Year Budget

		2014-2015	2015-2016	2016-2017	
		Budget	Budget	Budget	Notes
<b>Revenues</b>					
State	State aid - principal apportionment	\$1,336,219	\$1,391,792	\$1,426,720	See LCFF revenue assumptions below
	State aid - education protection account	\$347,925	\$360,062	\$366,715	See LCFF revenue assumptions below
	Lottery	\$44,608	\$46,392	\$47,552	See revenue assumptions below
	Mandate block grant	\$4,003	\$4,163	\$4,267	See revenue assumptions below
	ASES grant	-	\$112,500	\$112,500	Assumed grant approval starting 2015-2016
	SB740 facility grant	\$78,750	\$109,199	\$111,929	See revenue assumptions below; 75% funded in first year
	State SpEd	\$197,264	\$173,154	\$176,983	See revenue assumptions below; includes EDCOE transfers
	State nutrition	\$9,290	\$9,491	\$9,509	Estimated based on typical participation rates
Federal	Title I/II/III	\$85,000	\$85,000	\$90,000	Estimated based on schools of similar size/demographics
	CSFIG facility grant	-	-	-	Assume all facility grant revenue from SB740
	Federal SpEd	-	\$36,338	\$37,246	See revenue assumptions below
	Federal nutrition	\$127,850	\$130,613	\$130,868	Estimated based on typical participation rates
	Other federal	-	-	-	Assume no other federal revenues
Local	In lieu of property taxes	\$490,387	\$498,533	\$498,533	See LCFF revenue assumptions below
	Local nutrition	\$6,761	\$6,907	\$6,920	Estimated based on typical participation rates
	Other local	\$10,000	\$10,000	\$10,000	Estimated based on typical school fundraising & donations
	Interfund transfers in	\$200,000	-\$115,000	-\$85,000	Intra-Aspire transfer to fund startup expenses (repaid in later years)
<b>Revenues - Total</b>		<b>\$2,938,058</b>	<b>\$2,859,143</b>	<b>\$2,944,743</b>	
<b>Expenses - Personnel</b>					
	Certificated salaries	\$971,750	\$994,100	\$1,018,953	See staffing details below
	Classified salaries	\$237,970	\$300,443	\$307,954	See staffing details below
	Benefits & payroll taxes	\$367,709	\$409,850	\$442,243	See expense assumptions below
<b>Expenses - Personnel</b>		<b>\$1,577,429</b>	<b>\$1,704,394</b>	<b>\$1,769,151</b>	
<b>Expenses - Operating</b>					
Supplies	Books	\$90,300	\$40,695	\$41,712	See expense assumptions below
	Materials	\$60,200	\$62,608	\$64,173	See expense assumptions below
	Software	\$45,150	\$46,956	\$48,130	See expense assumptions below
	Computers, equipment, & furniture	\$242,580	\$25,575	\$26,214	See expense assumptions below
	Food services	\$139,282	\$142,291	\$142,569	Estimated based on typical participation rates
Services	Travel & conferences	\$15,282	\$15,633	\$16,024	See expense assumptions below
	Dues & memberships	\$1,698	\$1,737	\$1,780	See expense assumptions below
	Insurance	\$12,040	\$12,522	\$12,835	See expense assumptions below
	Utilities	\$30,000	\$31,200	\$31,980	Estimated based on anticipated facility size
	Rent	\$140,000	\$145,599	\$149,239	Estimated based on anticipated facility size
	Leases	\$12,000	\$12,276	\$12,583	See expense assumptions below
	Professional services	\$76,000	\$77,743	\$79,692	See expense assumptions below
	Communications	\$12,000	\$12,276	\$12,583	See expense assumptions below
	Authorizer oversight fees	\$21,745	\$22,504	\$22,920	See expense assumptions below
Other Outgo	Home office contribution	\$161,570	\$167,016	\$170,365	See expense assumptions below
	Facility allocation contribution	\$173,111	\$178,946	\$182,534	See expense assumptions below
	Special education home office charges	\$23,081	\$24,005	\$24,605	See expense assumptions below
<b>Expenses - Operating</b>		<b>\$1,256,039</b>	<b>\$1,019,585</b>	<b>\$1,039,937</b>	
<b>Expenses - Total</b>		<b>\$2,833,469</b>	<b>\$2,723,979</b>	<b>\$2,809,088</b>	
<b>Surplus/(Deficit)</b>		<b>\$104,589</b>	<b>\$135,164</b>	<b>\$135,655</b>	
Beginning Fund Balance		-	\$104,589	\$239,754	
Ending Fund Balance		\$104,589	\$239,754	\$375,409	

### Three Year Budget

	2014-2015	2015-2016	2016-2017	Notes
	Budget	Budget	Budget	
<b>Students</b>				
Total enrollment	301	306	306	
Attendance rate	95.0%	95.0%	95.0%	Estimated based on other Aspire schools
Total ADA	286	291	291	
%Free meal	75.0%	75.0%	75.0%	Estimated based on local demographics
% Reduced meal	10.0%	10.0%	10.0%	Estimated based on local demographics
%ELL	25.0%	25.0%	25.0%	Estimated based on local demographics
%Unduplicated	90.0%	90.0%	90.0%	Estimated based on local demographics
<b>Enrollment</b>				
Kindergarten	52	25	52	Class size of 26
1st grade	52	52	26	Class size of 26
2nd grade	52	52	52	Class size of 26
3rd grade	52	52	52	Class size of 26
4th grade	62	62	62	Class size of 31
5th grade	31	62	62	Class size of 31
6th grade				
7th grade				
8th grade				
9th grade				
10th grade				
11th grade				
12th grade				
Total enrollment	301	306	306	
<b>Staff</b>				
1110 Cert. Teachers	14.3	14.3	14.3	
1200 Cert. Support	1.7	1.7	1.7	
1300 Cert. Admin	1.0	1.0	1.0	
2100 Instructional Aides	1.4	3.9	3.9	
2200 Class. Support	0.5	0.5	0.5	
2300 Class. Admin	-	-	-	
2400 Clerical/Office Staff	2.0	2.0	2.0	
2900 Class. Other	2.7	2.7	2.7	
Total FTEs	23.6	26.1	26.1	

### Three Year Budget

		2014-2015	2015-2016	2016-2017	
		Budget	Budget	Budget	Notes
<b>Revenue Assumptions</b>					
LCFF	COLA	1.8%	2.3%	2.5%	School Services estimates
	Base grant per ADA - K-3	\$6,952	\$7,077	\$7,240	School Services estimates
	Base grant per ADA - 4-6	\$7,056	\$7,183	\$7,348	School Services estimates
	Base grant per ADA - 7-8	\$7,265	\$7,397	\$7,567	School Services estimates
	Base grant per ADA - 9-12	\$8,419	\$8,570	\$8,767	School Services estimates
	Grade level supplement % - K-3	10.4%	10.4%	10.4%	School Services estimates
	Grade level supplement % - 9-12	2.6%	2.6%	2.6%	School Services estimates
	Supplemental grant %	20.0%	20.0%	20.0%	School Services estimates
	Concentration grant threshold %	55.0%	55.0%	55.0%	School Services estimates
	Local district unduplicated %	80.0%	80.0%	80.0%	CDE estimates
	Concentration grant %	50.0%	50.0%	50.0%	School Services estimates
	Local district '14-15 LCFF funding per ADA	\$7,497	n/a	n/a	CDE estimates
	LCFF gap funded %	4.4%	5.5%	5.5%	School Services estimates
EPA	% of total LCFF funding	16.0%	16.0%	16.0%	CSDC estimates
In Lieu	Amount per ADA - K-12	\$1,715	\$1,715	\$1,715	2012-2013 P2 rate
Lottery	Amount per ADA - K-12	\$156	\$160	\$164	School Services estimates
Mandate	Amount per ADA - K-8	\$14	\$14	\$15	School Services estimates
	Amount per ADA - 9-12	\$42	\$43	\$44	School Services estimates
Facility Grant	SB740 facility grant - % of rent method	75.0%	75.0%	75.0%	CDE estimates
	SB740 facility grant - \$/ADA method	\$750	\$767	\$786	CDE estimates
	CSFIG facility grant	-	-	-	CDE estimates
SpEd	State special education funding rate (per ADA)	\$495	\$506	\$519	EDCOE 2013-2014 estimates
	State mental health funding rate (per ADA)	\$20	\$20	\$21	EDCOE 2013-2014 estimates
	Federal special education funding rate (per ADA)	-	\$125	\$128	EDCOE 2013-2014 estimates
<b>Expense Assumptions</b>					
COLA	COLA	1.80%	2.30%	2.50%	Match revenue COLA
Benefits	STRS %	8.25%	8.75%	9.25%	CALSTRS estimates, 0.5% increase per year
	PERS %	11.94%	12.44%	12.94%	CALPERS estimates, 0.5% increase per year
	Medicare %	1.45%	1.45%	1.45%	No change to current rate
	OASDI %	6.20%	6.20%	6.20%	No change to current rate
	Other benefits costs %	2.75%	2.75%	2.75%	No change to current rate
	Healthcare average per eligible employee	\$8,400	\$9,240	\$10,164	10% increase per year
Supplies	Books - cost per student - startup	\$170	-	-	Estimated based on other Aspire schools
	Books - cost per student - ongoing	\$130	\$133	\$136	Estimated based on other Aspire schools
	Materials - cost per student	\$200	\$205	\$210	Estimated based on other Aspire schools
	Software - cost per student - blended learning	\$100	\$102	\$105	Software used by students - math, ELA, etc.
	Software - cost per student - other	\$50	\$51	\$52	Software used by staff - SIS, assessment system, time & expense, etc.
	Comp., equip., & furn. - startup - per student	\$600	-	-	Laptops and peripherals (one per two students); student furniture
	Comp., equip., & furn. - startup - per classroom	\$1,500	-	-	Laptop cart and non-student furniture
	Comp., equip., & furn. - startup - per staff	\$1,000	-	-	Laptop and peripherals (one per cert. staff and office staff)
	Comp., equip., & furn. - ongoing - flat amount	\$25,000	\$25,575	\$26,214	Ongoing repair/replacement costs and miscellaneous
Materials	Travel & conferences - cost per cert. staff	\$900	\$921	\$944	Conference expenses and related travel (e.g. mileage, flight, hotel)
	Dues & memberships - cost per cert. staff	\$100	\$102	\$105	Professional association dues
	Insurance - cost per student	\$40	\$41	\$42	Aspire organization wide insurance policy cost
	Leases - cost per month	\$1,000	\$1,023	\$1,049	Estimate for printer leases and associated copy charges
	Prof. services - facility contractors per month	\$3,000	\$3,069	\$3,146	Evening janitorial service, security system, repairs/maintenance
	Prof. services - ed consultants - flat amount	\$25,000	\$25,575	\$26,214	Special education contractors, PD consultants, etc.
	Prof. services - other - flat amount	\$15,000	\$15,345	\$15,729	Permits, taxes, fingerprinting, penalties, and other miscellaneous
	Communications - cost per month	\$1,000	\$1,023	\$1,049	Estimate for phone, Internet, and postage (no eRate assumed)
Services	Authorizer oversight fees	1.00%	1.00%	1.00%	1% oversight fee (on LCFF revenues)
Other Outgo	Home office contribution	7.00%	7.00%	7.00%	% of ongoing state and federal revenues
	Facility allocation contribution	7.50%	7.50%	7.50%	% of ongoing state and federal revenues
	Special Education home office charges	1.00%	1.00%	1.00%	% of ongoing state and federal revenues

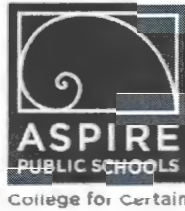








Appendix XVIII:  
Aspire Fiscal Control Policies



## Fiscal Control Policies and Procedures

This document contains the following fiscal control policies and procedures:

- Purchase Orders
- Check Requests
- American Express Corporate Card
- Petty Cash
- Site Revolving Checking Account
- Employee Expenses Policy (includes Travel and Teacher reimbursements)
- Independent Contractors

These policies will be revised from time-to-time. Latest updates will be posted to Aspire’s intranet. Please call or email the Controller if you have any questions.

### Purchase Orders top

Purchase orders are required for purchases exceeding \$300 and for any vendor that requires a purchase order number. Each teammate’s approval level is governed by the Purchasing Approval Matrix. There is one matrix for schools and another for the home office.

School Site Purchasing Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Teachers, After-School Directors, Deans and Other School Site Teammates <sup>1</sup>	No Approval
Office Managers <sup>2</sup>	≤ \$300
Principals	≤ \$3,000
Area Superintendents	≤ \$10,000
CFO and CEO	≤ \$250,000
Board of Directors	>\$250,000

**Notes:**

1 - Principals have the discretion to allocate these teammates a small budget for school needs. This budget would be monitored at the school site directly.

2 - Principals, at their discretion, can require Office Managers to seek principal approval for purchases less ≤ \$300. The process for the OM to



obtain such approvals would be determined and monitored by the Principal and OM at the school site directly. Office Managers cannot sign contracts.

**Home Office Purchasing Approval Matrix**

<u>Teammate Group</u>	<u>Threshold</u>
Home Office Staff	No Approval
Managers and Directors without budget oversight <sup>1</sup>	≤ \$300
Special Education Regional Program Specialists	≤ \$1,000
Directors with budget oversight	≤ \$3,000
Vice Presidents, CAO and COO	≤ \$10,000
CFO and CEO	≤ \$250,000
Board of Directors	>\$250,000

1 - Managers and Directors without budget oversight cannot sign contracts.

**What is the Approval Matrix?**

The Approval Matrix indicates how much an individual can spend for one purchase before they need additional approval(s). An individual has up to his or her "Threshold" to purchase a good or service as shown the in the matrix above. For example:

- \$200 Amazon book order - *an Office Manager (OM) can place this order directly without any other approvals, because \$200 is below the OM's \$300 threshold*
- \$4,000 Amazon book order - *an Office Manager needs Principal and Area Superintendent approval using a purchase order because \$4,000 is above the OM's \$300 threshold and the Principal's \$3,000 threshold*

**When do I follow the Approval Matrix?**

This matrix applies to all purchases paid by invoices. Employees can use the Purchasing Decision Tree on Aspire's intranet if they need help.

**To get a PO**

To start a PO, employees can use the tool on the Finance Tools Portal on Aspire's intranet:

This matrix does not apply to purchases made online at Office Depot, purchases reimbursed through teammate Expense Reports or a site's individual Banking account.



### **Check Requests** [top]

Check request forms are used for the rare condition when a vendor needs prepayment and will not accept a purchase order and regular AP processing. Purchase orders should be used most of the time.

Check request forms need to be complete and accurate. Missing or incomplete information will cause the request to be rejected.

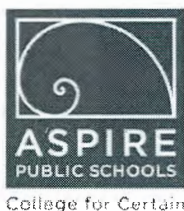
#### *Check Request Form Requirements:*

- Vendor Information : Name, Address and Tax Identification
- Reason for check
- Total amount of check
- Valid Site/Department, Resource and Object codes
- Attached scanned backup in the form of an order confirmation, registration forms, etc.
- Electronic approval from site manager/principal

If these requirements have been met, and a check request is received by noon Wednesday, the check will should leave the home office no later than Thursday.

#### *How to Authorize Payment for Goods*

1. Keep the packing slip when the goods are delivered to your site.
2. All deliveries must be given to the Purchaser to open, verify inventory and distribute.
3. The Purchaser counts the items received and compares the count to the quantities listed on the packing slip. On the packing slip, document any discrepancies (damaged items, missing / back ordered items, or contracted time was not needed / delivered). Do this before delivering the goods to the receiving party.
4. Notify the vendor if there are problems with the order such as damage or missing items. If all items are received in good condition, sign and date the packing slip and KEEP ON SITE. Then, deliver the items to the receiving party. Damaged items need to be held as proof for the vendor.
5. Invoices should be opened and date-stamped as received.
6. Compare the invoice and the copy of packing slip you retained earlier for consistency.
7. If the invoice and packing slip match, and all goods have been received, forward to your principal/manager for a final approval signature. Once this is done, send the complete packet, stapled at the top left corner with the invoice on top of the packing slip directly to the home



office via the nightly courier. Always keep a copy for yourself in case the documentation is lost in transit. You do not need to send vendors envelopes or ads.

8. If the invoice and packing slip are extremely inconsistent, ask the vendor to re-issue a corrected invoice. If the invoice and packing slip amounts differ slightly, note the amount that should be paid and forward the documents to the accounts payable administrator for a partial payment.

#### *How to Authorize Payment of a Service*

1. Send the contract to CFO or Controller for review and approval. Most vendors have standard contracts that we approve. We typically do not approve late charges.
2. Review the vendor's invoice for accuracy. On the invoice, make a note of any discrepancies between the contract and the service (e.g. quality, timeliness, inaccuracies)
3. If the invoice is appropriate, sign your name and date of review on the invoice and forward immediately to Accounts Payable for payment using the Finance Portal.

#### *Invoicing*

All invoices except for utility bills like rent, utilities, copiers or phones, most bills should go directly to the site. Those recurring utility, copier and phone bills are sent directly to the home office to help timely payment of these vital bills. All other invoices must come to the site first for approval so that you may have a chance to look it over and approve all the charges.

Invoices are sent to the site to provide principals with more control over what is being spent out of the budget and to ensure the accuracy of all invoices.

#### **American Express Corporate Card** [top]

The purposes of Aspire's American Express Corporate Account Policy and Procedures are to:

- Maintain effective controls on the spending of Aspire's funds
- Reimburse employees in a timely manner for work-related goods and services purchased by an employee
- Ensure that resources are wisely used to achieve Aspire's mission
- Create a paper trail that tracks the flow of funds for audit purposes

#### *The card may be used for:*

1. Meals and Entertainment for Aspire employees and business associates while conducting Aspire business that have been approved by your supervisor
2. Online purchases of goods or services directly for Aspire when a purchase order is not an option
3. Travel expenses while conducting Aspire business



4. In-store purchases of goods or services when time or other constraints do not allow routine AP processing of an invoice.
5. Gasoline for Aspire related car rentals only

*The card should NOT be used for:*

1. Personal items and services unrelated to Aspire
2. Gasoline for personal cars (Because mileage is expensed separately)
3. Large ticket purchases when a purchase order with approvals should be used
4. Large purchases known well in advance from vendors who accept purchase orders should not be paid with the American Express card.

The card is to be only used for time constrained purchases such as travel when the standard purchasing processes will not work. The card is not to be used as a way to bypass or avoid standard purchasing protocols. **Please note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.**

*How is the American Express Corporate Account paid?*

All cardholders are responsible for paying their balances directly to American Express. Bills will arrive at your home at the end of each month and all reimbursements will be done through expense reports.

Each reimbursable purchase made with your American Express card should be listed as a separate line item on your expense report. The average time from when the home office receives a completed expense report with all required approvals and documentation to the time that payment is released is anywhere from one (1) business day to seven (7) business days depending on the day of the week the expense report is received.

Failure to adequately complete the Aspire expense report requirements will result in a delay of reimbursement.

*American Express Corporate Card FAQ's*

So, now I will have to front the money for the American Express Card?

*No, as long as you submit your expense report in a timely manner you will receive the money to pay your American Express card in ample time to meet the card's due date.*

Can I cancel my American Express card?





*Yes, the corporate American Express card is provided as a convenience to you. However, if you decide you do not want to carry the card at any time, please let accounts payable know and they will assist with the cancellation.*

*How long will it take for me to receive my reimbursement from Aspire?  
If we receive your expense report by Tuesday noon, it will be paid on Wednesday via direct deposit or check.*

*What if I don't pay my American Express bill on time?  
You will be charged a late fee by American Express. This late fee will NOT be reimbursed by Aspire.*

*What happens if my account goes into collection?  
It will negatively affect your **personal** credit score.*

*Is there a way I can see my bill before it is mailed out?  
Log on to [www.americanexpress.com](http://www.americanexpress.com), register your personal card and you can view your statements.*

*Where will the bill be mailed to?  
The bill will be mailed to your home address that is currently on file with Payroll. If you'd like to change that to your work address, you may do so by signing on to [www.americanexpress.com](http://www.americanexpress.com) or by call 1-888-800-8564.*

*What if one of my monthly bills does not arrive?  
Log on to [www.americanexpress.com](http://www.americanexpress.com), retrieve your online bill and contact the customer service line to let them know that your paper statements are not being received.*

*Who approves my American Express charges?  
American Express charges will be submitted via expense report and will be reviewed by your current approver.*

*What if my card is lost or stolen?  
Call American Express immediately at 1-888-800-8564 and email accounts payable at [ap@aspirepublicschools.org](mailto:ap@aspirepublicschools.org)*

*Will I receive my statement via email from Accounts Payable?  
No. You will only receive your statement through the mail or by logging onto [www.americanexpress.com](http://www.americanexpress.com)*



What happens if I submit an expense report without the appropriate coding, original receipts and/or signatures?

*It will be sent back to you for correction thus delaying payment.*

What should I do if I am reimbursed for a charge and then the charge is credited back to my account?

*Deduct that amount from your current month's reimbursable charges.*

I tried to use my card and it was declined. What should I do?

*Call American Express immediately to find out the problem at 1-888-800-8564*

What if I have more questions?

*Contact Accounts Payable or the Controller.*

#### **Petty Cash** <sup>top</sup>

*What is Petty Cash?*

Each site has \$200 of Petty cash for day-to-day purchasing needs of less than \$25 per purchase. Petty cash will be reimbursed from the home office on a monthly basis upon receipt of your ledger and receipts. Each site should have a petty cash box (with a lock) and a receipt book. The home office will send you a petty cash ledger (spreadsheet).

Use Petty cash to purchase: emergency stamps, doughnuts for your parent advisory council, a COD package, pizzas for a group of teachers who stayed to help you get ready for an evening event, etc. If you need to make a large purchase, do not use petty cash--issue a purchase order instead!

#### *How to manage Petty Cash*

In order to give someone petty cash you need:

1. A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
2. Signature of person receiving funds acknowledging receipt of money.
3. The reason for the reimbursement listed on the paper.
4. Your signature authorizing the transaction.
5. A record of the transaction in the Petty Cash Ledger



Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original Petty Cash Ledger and receipts are due to the Staff Accountant at the Home Office for the previous month by the 4<sup>th</sup> of the month.

#### *How to Replenish Petty Cash*

Petty Cash will be replenished by the 10<sup>th</sup> of each month (as long as Petty Cash Ledger and receipts have been received).

#### **Site Revolving Checking Account** [top]

##### *What is a Revolving Checking Account or General Account?*

Each site has a Wells Fargo checking account with a \$1,500 maximum balance for emergency payment needs of less than \$250 per check. This checking account should only be used when petty cash is insufficient, a check request cannot be processed in time, and a corporate credit card cannot be used. The funds in the site checking account are considered part of your general site operation funds. Examples of items which you might use the revolving checking accounts are: same day payment to the local plumber; deli platters for Saturday professional development; reimbursement for a parent who ran out to buy some needed office supplies etc. **Please note: Employee expenses can only be reimbursed from expense reports through the Home Office not out of site checking accounts.**

Please plan ahead to avoid excessive use of the revolving checking account! If you need to make a purchase over \$250, an American Express Corporate Card, check request or purchase order must be used.

##### *Writing checks*

Site checks are limited to \$250. Any check written over the \$250 limit will be returned by the bank automatically. Writing multiple checks for expenses greater than \$250 is not authorized. All bank transactions should be recorded on the Online Bank Ledger tool. Sites are responsible for obtaining a W-9 prior to issuing a check to a service professional or unincorporated business.

##### *How to manage your Site Checking Account*

In order to write a check from the Site Checking Account, you need:

1. A dated invoice or receipt in the amount of the check you are going to write (taped to a piece of 8.5" by 11" paper),
2. The reason for the check listed on the paper (if not clear on the invoice or receipt),
3. Your signature authorizing the transaction, and
4. Record of the transaction in the Revolving Checking Ledger



Each Principal/Office Manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the Revolving Checking Account. (See attached document).

#### *Record Keeping*

Each site must keep copies of all ledgers sent into the home office, receipts and checks written and deposited.

#### *Deposits*

All cash and checks received should be deposited at your local Wells Fargo branch on a *weekly* basis. This includes lunch money, after school programs and for any other reason when you receive checks and/or cash. When you make a deposit, you will be required to submit the following:

1. Deposit Summary – summary of checks and the reason for the deposit (e.g. fundraising)
2. Copy of deposit receipt from bank

All deposit documentation must be sent in the overnight bag the day after deposit to the Revenue Accountant. The above items are required when you make a deposit to your revolving checking account and the consequences for not having these will be bank fees against your account. **For every check copy we request from the bank it is a \$10 fee per check.** For example, if you had deposited 20 checks and forgot to make copies you will be charged \$200 to retrieve copies from the bank. Therefore, it is extremely important that you make copies of all checks you are depositing.

#### *How to Replenish the Site Checking Account*

In order to replenish your checking account the principal must send a request to the Home Office along with the ledger and copies of receipts (this request should be sent in on the 1st of the month). Home Office will issue a check to replenish your Revolving Checking Account when ledger and receipts have been reconciled against bank statement. You are responsible for depositing the check into your checking account. Principals should be aware of the current balance in the checking account when writing a check to prevent the check from being returned due to insufficient funds.

#### **Employee Expenses Policy** [top]

The purpose of Aspire's expense reimbursement policy and procedures are to:

- Maintain effective controls on Aspire's resources.
- Authorize reimbursement to teammates for reasonable, necessary and approved for work-related expenses.
- Ensure that resources are wisely used to achieve the organization's mission



- Create a paper trail that tracks the flow of funds and resources into and out of the organization

*What can be reimbursed?*

Aspire Public Schools reimburses all employees reasonable, necessary and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, cell phone usage, postage, supplies, books, photocopies, some meals, and out-of-town travel and lodging. Below are specific guidelines for reimbursement of air travel, car rentals, other transportation, hotels, and meals and entertainment.

Mileage

Employees can be reimbursed using Replicon for the cost of driving their personal car on Aspire business. (Currently 55.5 cents per mile) The trip must be reasonable and necessary and approved by your supervisor.

Note that you can't be reimbursed for your "normal" commute. For example, assume you have a normal 2 mile round-trip to work. One day you are assigned to go to another location instead and that round trip is 10 miles. You can be reimbursed for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller or CFO.

Air Travel

1. Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to travel in Economy class.
  - a. The only legitimate reason for flying any class other than Economy is if seats are not available in Coach. If this is the case, you must obtain approval from the CFO or Controller before purchasing your ticket.
  - b. Tickets should be purchased at least 21 days ahead of travel. Tickets purchased for flights within 21 days in advance will need to be approved by the CFO or Controller in advance of purchase.
2. Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
3. Aspire is not responsible for lost, stolen, or damaged luggage. Please file a claim with the airlines and/or your insurance company.



### Car rentals

Car rentals should be used only when needed and alternate forms of road transportation (taxis, public transit, and personal vehicles) are not available. Please share rental cars whenever possible and shop for the best price. Aspire has a corporate account with Enterprise that may provide the best deal. The link to the Enterprise Corporate booking site can be found on Aspire's intranet.

1. Aspire staff should rent "mid-size" models or lower. Aspire reimburses car rentals not exceeding \$40 a day. Upgrade charges are generally not reimbursable.
2. Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency.
3. Aspire will not be responsible for damages that occur during business use of either a personal or rented car.
4. Rentals over a weekend or holiday period are generally not reimbursable, unless adequately explained and approved (in advance) by the CFO or Controller.
5. Employees must refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company. Gas purchases from the rental car company will not be reimbursed.

### Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals.

This category includes:

1. Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling.
2. Public transportation used instead of taxis when traveling out of town.
3. Train Fares

### Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an over-night stay is required

1. Aspire employees are expected to stay in standard business class lodgings, charging a reasonable rate such as Hampton Inns. In accordance with IRS per diem rates (IRS Publication 1542), Aspire reimburses lodging not exceeding \$125 a night.
2. You will not be reimbursed for a stay in a city longer than is legitimately necessary.
3. The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.



4. When work commitments require Friday and Monday trips to the same city, you are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
  - a. Costs of entertainment such as movies, cocktails and cultural events are considered personal in nature and will not be reimbursed.
  - b. Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
  - c. Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

#### Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc.

1. Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Aspire has set a maximum daily reimbursement of \$50. This rate was benchmarked against the IRS per diem rate (IRS Publication 1542) and other Charter Management Organization's reimbursement rates.
2. Meals and entertainment expenses require the following documentation for reimbursement to occur:
  - a. Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
  - b. The description must include the number of individuals and the names of those attending, their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
  - c. Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.
  - d. We do not reimburse for alcoholic beverages

#### Teachers' Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.



#### *How to get reimbursed for employee expenses*

Please follow these guidelines to avoid delay in reimbursement of your expense reports.

1. Complete the Expense Reimbursement Template in Replicon
2. Scan and attach receipts; Receipts are required for all items above \$25.00.
3. Gather original receipts, tape in an organized manner to an 8.5 x 11 piece of paper. Scan the receipts and then put in expense report envelope and send to Accounts Payable (Remember to make a copy of the expense report and the receipts for your own files) Original receipts, not photocopies, or credit card statements must be attached (original phone bills must also be submitted)
4. Write a clear explanation of the expense in the template, so that your supervisor and AP can understand what the money was spent on
5. For meals, write down the business purpose of the meeting and the names and positions of all the attendees
6. Submit the online expense report
7. Managers are responsible for verifying that amounts are reasonable, necessary and approving the expense report.

Expense reports will be paid within seven (7) days of the date that all required paperwork and approvals have been received. Documents received by Tuesday noon will be paid on Wednesday. **Expenses should be turned in weekly. You will not be reimbursed for expenses over 45 days old.**

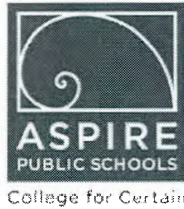
#### **Independent Contractor Policy** [top]

Use the 20-Factor checklist, which can be found on Aspire's intranet, to determine if a vendor should be classified as an Independent Contractor (IC). Once you have determined that Contractor status has been met, please complete the Agreement.

The Contractor will also need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.

Prior to the Contractor beginning work, a signed agreement, W-9, and TB and DOJ forms should be forwarded to the HR Department for review. The HR Department will forward documents to Accounts Payable.





At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice to their site contact. Invoices should be approved and coded and forwarded directly to Accounts Payable.

All of the following **MUST** be provided to Accounts Payable **BEFORE** payment will be released:

- A completed and signed IRS Form W-9
- A completed and signed Aspire Public Schools Independent Contractor Agreement between the site and the contractor
- A valid, approved, and coded invoice
- Fingerprints and tuberculosis clearance (Applicable for only those contractors that have access to children)



**20-Factor Checklist**

Please answer the questions for all independent contractors, and forward to HR along with the signed Independent Contractor Agreement, TB and DOJ forms.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to comply with Aspire's instructions about when where and how to work?
<input type="checkbox"/>	<input type="checkbox"/>	Is training required? Does the worker receive training from Aspire, including attending meetings and working with more experienced employees? Do not include industry-specific training when the Consultant has not worked in the industry before.
<input type="checkbox"/>	<input type="checkbox"/>	Are the worker's services integrated with the activities of Aspire? Does the success of the employer's business significantly depend upon the performance of services that the worker provides?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to perform the work personally?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker have the ability to hire, supervise and pay assistants to do the work?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker have a continuing relationship with Aspire?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to follow set hours of work?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker work full-time for the employer?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to perform the work on Aspire's premises and use Aspire's equipment?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to perform work in a sequence set by Aspire? Does the worker follow a set schedule?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker submit regular written or oral reports to Aspire?
<input type="checkbox"/>	<input type="checkbox"/>	How does the worker receive payments? Are there payments of regular amounts at set intervals?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker receive payment for ordinary business and travel expenses?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker rely on the employer for tools and materials?
<input type="checkbox"/>	<input type="checkbox"/>	Has the worker made an investment in the facilities or equipment used to perform services?
<input type="checkbox"/>	<input type="checkbox"/>	Is the payment made to the worker on a fixed basis regardless of profitability or loss?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker only work for one employer at a time?
<input type="checkbox"/>	<input type="checkbox"/>	Are the services offered to Aspire available to the generally public?
<input type="checkbox"/>	<input type="checkbox"/>	Can the worker be fired by the employer?
<input type="checkbox"/>	<input type="checkbox"/>	Can the worker quit work at any time without liability?

# ASPIRE PUBLIC SCHOOLS

## RESOLUTION OF THE BOARD OF DIRECTORS

May 16, 2013

**WHEREAS**, the bylaws of Aspire Public Schools state that the General Corporate Powers and business affairs of the organization are to be managed under the direction of the Board of Directors;

**WHEREAS**, the bylaws of Aspire Public Schools provide that the Chief Executive Officer is the general manager responsible for the control, supervision and direction of the Corporation;

**WHEREAS**, the bylaws of Aspire Public Schools allow for the Chief Financial Officer to disburse funds of the Corporation as ordered by the Board of Directors.

**WHEREAS**, in the interest of proper internal control, each officer and employee should have clear instructions on the limits of their authority to execute contracts and purchase goods or services.

**NOW THEREFORE, BE IT RESOLVED**, that the Directors approve the following limits of authority as of the date recorded as follows:

- Chief Executive or Chief Financial Officer will have a limit of \$250,000 .Transactions above this limit should be reviewed and approved by the Finance Committee of the Board or the entire Board. (Routine bi-monthly payroll transactions are approved as part of the annual budget)
- COO and VP of Finance will each have a limit of \$200,000;
- CAO and CPO will each have a limit of \$50,000;
- Vice Presidents, the Memphis Executive Director and Area Superintendents have a limit of \$10,000. Transactions above this level will be approved by an executive with the correct level of authority;
- Directors and other non-officers will have limits set by the CFO not to exceed \$10,000
- All leases, monthly benefit costs and similar recurring transactions that cost in excess of \$120,000 annually should be reviewed and approved once annually by the Finance Committee of the Board or the entire Board.

I hereby certify that I am the current and duly empowered Secretary of Aspire Public Schools, that the foregoing Resolution was duly adopted by the Board of Directors of Aspire Public Schools at a meeting held on May 16, 2013, at which meeting a quorum was present and acting, that the Resolution is in full force and effect, that the same has not been modified or rescinded and is not contrary to any provision of the Articles of Incorporation or the Bylaws of Aspire.

Executed this 16<sup>th</sup> day of May, 2013 at Oakland, California.

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James Cleveland, Secretary

Appendix XIX:  
Aspire Sample Student Family Handbook



College for Certain

**STUDENT FAMILY  
HANDBOOK  
2013-2014**

## ANNUAL NOTIFICATION AND GUIDELINES

This Student Family Handbook enumerates sections of the Education Code that require annual parent guardian notification. (*Education Code 48980[a]*)

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that Aspire adequately inform parents of the opportunities and protection to which they are entitled. Aspire complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter Aspire schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information. "Education Code" is the area of state law that affects education most directly.

The Student Family Handbook will be published annually. All registered families of Aspire Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Aspire Public Schools students will be notified of the changes, in writing, in a timely manner.

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## ASPIRE PUBLIC SCHOOLS MISSION AND VISION

### Vision:

Every student is prepared to earn a college degree.

### Mission:

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

- Increase the academic performance of underserved students
- Develop effective educators
- Share successful practices with other forward-thinking educators, and
- Catalyze change in public schools.

### ENROLLMENT

Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

### Re-Enrollment

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

### Intra-Aspire Transfers

An Intra-Aspire Transfer is when a student(s) is currently attending an Aspire school (has completed or will have completed at least a full school year at another Aspire school site) desires to attend another Aspire school. The Intra-Aspire transfer process does not guarantee a successful transfer. The student's enrollment in his/her current school will be held until released by parents upon registration at another Aspire school.

The Intra-Aspire Transfer policy does not provide for students to transfer between Aspire schools mid-year. Families can only initiate Intra-Aspire Transfer requests during the annual open enrollment period; Intra-Aspire transfers are only considered during the regularly published lottery process. Students who receive transfers during the annual lottery process can move schools at the beginning of the next school year.

Those students that want to transfer between Aspire schools will need to mark the box re: **“Transfer my child to another Aspire school”** on the Re-enrollment form. The parent must then complete an **“Intra-Aspire Transfer Request”** form. Doing this will:

1. Hold their spot at the current school
2. Provide them with an enrollment priority to transfer to an alternate Aspire campus.

### IMMUNIZATIONS

State law requires that for unconditional admission to school, all student under 18 shall be fully immunized according to the requirements of the State Department of Health Services. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the State Department of Health Services. Students may be exempted from this requirement for medical reasons or for personal beliefs. Parents must sign a waiver to obtain this exemption. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability. Students who do not comply with the requirements shall be excluded from school. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

## MEDICATION

If your child needs to take any prescription medications, you must have: 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, and 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement. For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

## ATTENDANCE

Aspire Public Schools (APS) believe that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. Just as the Aspire team works with all students to help them succeed, students and parents must understand they are accountable for regular class attendance and daily assignments.

### Excused Absences

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if the reason for the absence is listed below: (Education Code §48205)

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
  - a. Exclusion for failure to present evidence of immunizations
  - b. Exclusion because student is either the carrier of a contagious disease or not immunized for contagious disease
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered. By law a student may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent guardian. Otherwise, it is the practice of Aspire not to release students without parental consent.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.
- (7) Students in grades 7-12 who leave school to obtain confidential medical services
- (8) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, or attendance at an employment conference, when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee. According to Aspire policy, a student may not be granted an "Excused Absence" for religious observance for more than three (3) days per semester, and or five (5) days total per school year.
- (9) **Excused School Sponsored Activity:** all field trips and other school related trips, athletic events, and music events are not counted toward the student's absence total. They should be recorded as an "F" in the attendance log (PowerSchool) to document that the student was not present in class.

### "Make-up" Work for Students Who Were Absent

Students who are absent from school for any of the excused reasons stated under "Excused Absences," including suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. (Education Code §48205)



### Short-term Independent Study

Independent Study is a short-term instructional strategy designed to address individual student's needs (i.e., warranted absences, extended illnesses, and lack of immunizations). It is an alternative to classroom instruction consistent with the general course of study and not an alternative curriculum. Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days, but no more than 20 school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he/she should be allowed to participate in the program again.

### General Tardiness

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered "tardy." Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung, are also considered "tardy."

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school. Generally, tardy students are required to obtain a "Tardy Pass" from the school office before proceeding to the classroom. Tardy students entering the classroom late, without documentation, shall be directed to return to the office to check-in and obtain the admission documents in accordance with local school attendance procedures.

### Excessive Absences

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester or 7 unexcused absences per trimester to a failing grade for their courses at the marking period (grade of "F" or "NC").

Students with excessive absences may be referred to the school's Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include Weekend Makeup School.

### Withdrawal due to Excessive Unverified Absences (AWOL)

In rare circumstances, students will be disenrolled from an Aspire school for multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

### Truancy

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

The parent guardian of a student classified as truant shall be notified by certified letter containing the following information and requesting a conference with the parent, student, teacher, and principal: (EC §48260.5)

1. The student is truant.
2. The parent guardian is obligated to compel the student to attend school.
3. The parent guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution pursuant to EC 48260 et seq.

4. The availability of alternative educational programs in the local district.
5. The right of the parent guardian to meet with appropriate school personnel to discuss the solution to the student's truancy.
6. That the student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
7. A conference is requested with the parent guardian and student.

#### Attendance Review

The school's local School Attendance Review Team (SART) and the Aspire School Attendance Review Board (SARB) will work with families and students to resolve attendance and truancy problems. If, after repeated interventions, the student continues to be truant and does not follow the SART or SARB's directives, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school up to, and including, a recommendation for expulsion. A registered certified letter must be sent to the parent or guardian informing them of this action. (Education Code §48260, 48261, 48262)

#### Local School's Student Attendance Review Team (SART)

The school's Student Attendance Review Team (SART) will hold a hearing with the parent guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the school's SART directive, the matter will be referred to Aspire's Student Attendance Review Board. A Certified Delivery Confirmation letter will be sent to the parent guardian informing them of this action. (E.C.48260, 48261, 48262)

The school's SART will consist of:

- The principal
- The student's teacher from the school in which the student is enrolled,
- Other relevant members, including: another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

#### Aspire's Student Attendance Review Board (APS SARB)

The Aspire SARB will hold a hearing with the parent guardian and truant student to resolve attendance and truancy problems. At that time if the student continues to be truant and does not follow the APS SARB's directive, the matter will be referred to the District Attorney for prosecution and other appropriate action may be taken by the school, including an expulsion referral. A Certified Delivery Confirmation letter will be sent to the parent guardian informing them of this action. (E.C.48260, 48261, 48262)

The APS SARB will consist of:

- The two principals (the principal of the school in which the truant student is enrolled and another Aspire principal),
- A teacher from the school in which the student is enrolled,
- The CEO's designee from the Aspire Home Office, and
- Other relevant members, including: Local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

### **NOTIFICATIONS OF TRUANCY**

#### First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and Certified Delivery Confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.

#### Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.

- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.

Notification of Determination as an Habitual Truant

- Letter #3 sent regular and Certified Delivery Confirmation mail.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified **Habitual Truant**.
- Hold SART meeting with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
- If the parent guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire SARB.

Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and certified mail from Home Office.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including Weekend Makeup School.
- If the parent fails to respond in 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions, including withdrawal or expulsion recommendation.

Saturday Attendance Makeup School

In an effort to respond to the problems of student absences, a weekend "makeup" school program may operate to allow the students the opportunity to voluntarily participate as a means of making up missed instructional time. Students classified as truant may be assigned without parental permission. Parental permission shall be obtained for all non-truant students.

Assignment to Weekend "Makeup" School

Assignment of students to weekend "makeup" school (WMS) would be predicated on the following criteria:

- (1) A student who has been labeled as truant may be assigned to WMS without parental permission.
- (2) A student who has a recorded absences may attend the WMS with parental permission

As long as the WMS does not last more than 240 minutes and students are dismissed by 12 noon in order for them to be able to go home for lunch, then the school is not obligated to offer breakfast or lunch.

**CAMPUS ENVIRONMENT**

Notice of Regulations

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Behavior Management Cycle:

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

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

### Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- BE RESPONSIBLE, TO BE RESPECTFUL, AND TO BE SAFE by carrying yourself with respect and showing respect to others.
- ABIDE by all Federal, State, County, and City Laws.
- ABSTAIN from the possession, use or being under the influence of drugs (illegal or prescription) or alcohol.
- REFRAIN from the possessing or using of tobacco products or cigarettes.
- DESIST from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- KEEP AWAY from gang related activities, such as "throwing signs" and group intimidation or gang affiliation.
- MAINTAIN A PEACEFUL LEARNING ENVIRONMENT by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- PROTECT SCHOOL PROPERTY by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
- RESPECT THE LEARNING SPACE by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- DESIST from carrying beeper devices, music devices, and cell phones.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

### School-wide Expectations for Student Success

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.

- 2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, hoods, or hoodies.
- 3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults.
- 4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting.
- 5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE'S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

### Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent guardian permission and notification of the School Office.

### **SUSPENSION**

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

### Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

### Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to an Aspire school activity, 2) school attendance occurring at an Aspire school or at any other school, or 3) at an Aspire school's sponsored event.

### Suspension Alternatives

The Aspire CEO, CEO Designee, or Principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. [Education Code 48900 (u)] An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]

### Grounds for Suspension and Expulsion (CA Education Code)

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

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

- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- 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 Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For 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 subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- A. A message, text, sound, or image.
  - B. A post on a social network Internet Web site including, but not limited to:
    - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
      - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- t) 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, pursuant to this section, 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 harm.

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

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either

school personnel or students by creating an intimidating or hostile educational environment. [Education Code 48900.4]

- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

#### Procedures in Cases Requiring Suspension

1. **Incident Investigation-** The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. **Determination of Length of Suspension-** The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days). [Education Code 48911 (a)]

The total number of days for which a student maybe suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)] A student who accumulates more than 20 days of suspension in a school year shall be recommended for expulsion to the Aspire Board of Directors.

3. **Legal Notifications-** Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 (Education Code 48902). Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. **Suspension Conference-** Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the Aspire home office (Attention: Director of Student Services) and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.



### Appeals Process

A student or the student's parents guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his her school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

### **EXPULSION**

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- a student has accumulated 20 or more days of suspension in a school year
- or when the student's presence causes a continuing danger to other students.

### Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

### **EXPELLABLE OFFENSES**

#### • **Mandatory Expulsion**

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

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

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

- **Mandatory Recommendation for Expulsion**

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

**Mandatory Recommendation for Expulsion requires a second finding of fact.**

[Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense (Ed. Code 48900(a))
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis (Ed. Code 48900(c))
- Robbery or extortion (Ed. Code 48900(g))
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

- **Permissive Expulsion- requires a second finding of fact**

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

## **HARASSMENT POLICY**

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

### Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

### Cyber Harassment

Any written language or pictures directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as MySpace, Facebook, and Twitter.

### Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

### Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

#### Searches

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

#### Possession of Weapons Dangerous Objects

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person. To receive a copy of the APS policies and regulations, contact the Director of Student Services at 510-434-5000.

#### Drug Alcohol and Tobacco Free:

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. APS has implemented a Drug Alcohol Abuse prevention program. This program emphasizes prevention, intervention, after care support and necessary corrective action. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potentials. Students are subject to disciplinary action, up to and including a recommendation for expulsion. A student convicted in juvenile court of drug alcohol offenses may either lose his or her driver's license for one year or have his or her driving privilege delayed for one year. For further information contact your local school principal.

Students found using or in possession of controlled substances will be suspended. Students found selling controlled substances will be recommended for expulsion.

#### Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be

taken away. Prohibited items will be returned only to a parent guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

### Dress Code

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

### Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's cleavage and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

### Casual Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate will be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

### Safety Before and After School

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding our safety considerations. Students placing themselves or others at risk by violating the above policies will be subject to disciplinary action, including suspension and expulsion.

### Telephones:

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office. **ONLY EMERGENCY MESSAGES WILL BE RELAYED.** As appropriate, the office staff and

administration will determine if a message is an emergency.

## ACADEMICS

### Graduation Requirements<sup>1</sup>

Students wishing to earn a high school diploma from an Aspire school shall successfully complete course work within a course of study in alignment with the UC/CSU a-g program and earn a designated number of credits.

Subject	Credits Required	Comments
A. History/Social Sciences	30	1 year of World History, 1 year of US History, 1 semester each of US Government & Economics.
B. English	40	Emphasis in Literature & Composition.
C. Mathematics	20	Courses must be taken in grades 9-12 and should include at least Geometry and Algebra 2; 3 years recommended
D. Laboratory Science	20	In at least two areas: physical and biological science; 3 years recommended
E. World Languages	20	Courses must be taken in grades 9-12. Twenty credits must be earned in the same language.
F. Visual & Performing Art	10	The 10 credits must be in the same form of art.
G. Electives	50-70*	Courses can be additional years in any of the A-G courses listed above or labs which extend A-G courses. <b><i>Courses such as PE, academic literacy, etc. do not satisfy this requirement.</i></b>
Technology	10	May waive by exam or juried assessment; if waived, credits substituted by another college preparatory elective (G).
Advisory	20-40*	Students must enroll in and pass advisory every year. Schools will vary in offering half or full courses.
<b>Total</b>	<b>240</b>	<b>All students must earn a C- or better for credit.</b>

\*Schools that opt for less advisory time will include more academic electives.

Students wishing to earn a high school diploma from an Aspire school, in addition to the prescribed course of study as detailed above must also complete the following:

Requirement	Comments
Exhibitions	Students must successfully complete an exhibition in each grade level: 9, 10, 11 and 12
College Credits	Students must take at least 5 college courses, 15 college credits. College units may be equivalent to 50 or more high school credits and may be used to satisfy the academic elective or A-G requirements above. This may be waived by schools due to financial constraints, however student must still meet the academic elective requirement above.
College Entrance Exams	Students must apply for and take the prescribed college-board entrance examinations.
College Applications	Students must apply to at least three (3) 4-year colleges or universities (in addition to or instead of community colleges).
College Financial Aid	Students must apply to at least one (1) scholarship and/or complete the FAFSA.
College acceptance	Students must be accepted to a 4-year university

Students must be enrolled in a minimum of 240 instructional minutes per school day (Education Code 46144, 46146).

### Concurrent Enrollment

Aspire offers high school students the opportunity to obtain dual credit (high school- community college) during the regular school day for selected high school courses. Students are dually enrolled at the college and Aspire, thereby earning both high school and college credits. A list of approved Concurrent Enrollment courses is provided at individual school sites.

Students who enroll in a college class for the purpose of dual enrollment and fail the class without notifying the school of any difficulty in the class will not be afforded the opportunity to repeat the college class at the school's cost. Students that are removed from the college class due to behavioral issues will not be allowed to repeat the college class during the school day. A regular high school class will be offered as a means of meeting the graduation requirement. The student may choose to repeat the college class at their own expense during summer school.

### Granting Credit from Non-Aspire schools

Aspire will transfer any credits received at another high school, however, no credit will be awarded for grades below C- from an external school. If a student transferring to an Aspire school has earned below a C- in a UC CSU course required for graduation, the student will be required to enroll in additional coursework (i.e., Extended Day, Intersession and or Summer School).

Students entering an Aspire school more than 3 weeks into the grading period of a semester must make-up all missed work for each class in order to earn a semester grade or have progress grades that are a C- or higher in each course.

When transferring credits from a school using a different credit system, Aspire will evaluate the course and transfer the courses and credits into the appropriate format. (i.e., quarter to semester, trimester to semester).

### Waiver of High School Graduation Requirements

Graduation requirements are established with the expectation that all students will complete them as listed. It is recognized, however, that in special cases individual students may have reason to request a waiver of one or more required courses in order to accomplish specific academic goals not possible within the required program.

An individual student may be granted an exemption from any Aspire course requirement provided there is a direct relationship between the failure to meet the requirement and the student's ability, including: limited course offerings, late transfer into an Aspire school, etc.

Waiver of graduation requirements is determined by the Chief Academic Officer, but shall not alter the total credit requirements established by the Aspire Board of Directors.

### Aspire Grading

Students earn grades based on established performance levels as described on the next page. In pursuit of our college for certain mission, students do not earn high school credits for any course in which they receive less than a C-.

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final (Education Code 49066a).

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal, the Area Superintendent, and the Director of Secondary. All grade changes will be documented in student's cumulative folder using the official Aspire "Grade Change" form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student's grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

The school should present available options for making up the core course to the student that has failed a graduation requirement: repeating the course, enrolling in a college class, summer school or an online course.

#### Standardized Testing and Reporting (STAR)

Standardized Testing and Reporting is a testing program required by State and Federal law. Under this program, all districts must administer specific tests in grades 2-11. Students may take a combination of assessments depending on their grades and their needs

- California Standards Tests (CST)
- California High School Exit Examination
- California Alternate Performance Assessment (CAPA)
- California English Language Development Test (CELDT)

Additional benchmark and interim tests are administered for internal Aspire purposes.

#### Drop Class Policy

Students are able to withdraw/drop classes within the first four (4) weeks of the course only for the following three reasons:

- Student has taken and received credit for same class previously.
- Student needs to take a required class in lieu of course.
- The course is not required to meet the Aspire graduation requirements.

No student will be allowed to drop a class after four (4) weeks of class unless:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)

GRADE	SIS CUTOFF VALUE	4.0 POINT SCALE UNWEIGHTED	5.0 POINT SCALE WEIGHTED	DESCRIPTION
A+	97	4.00	5.00	<ul style="list-style-type: none"> <li>Demonstrates exceptional progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.</li> </ul>
A	93	4.00	5.00	<ul style="list-style-type: none"> <li>Produces notably superior work and receives consistently high marks on class tests.</li> <li>Does all assigned work plus additional work.</li> <li>Shows superior ability to learn facts, principles, and skills; applies them to new situations.</li> </ul>
A-	90	3.70	4.70	<ul style="list-style-type: none"> <li>Demonstrates creativity and originality.</li> <li>Assumes active, alert leadership in learning activities.</li> <li>Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject.</li> </ul>
B+	87	3.30	4.30	<ul style="list-style-type: none"> <li>Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.</li> </ul>
B	83	3.00	4.00	<ul style="list-style-type: none"> <li>Does all assigned work plus some additional work.</li> <li>Shows above average ability to learn and apply facts, principles, and skills.</li> </ul>
B-	80	2.70	3.70	<ul style="list-style-type: none"> <li>Does some independent work, showing initiative and originality.</li> <li>Assumes active, alert role of follower, and shows some leadership in learning activities.</li> </ul>
C+	77	2.30	3.30	<ul style="list-style-type: none"> <li>Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.</li> </ul>
C	73	2.00	3.00	<ul style="list-style-type: none"> <li>Does assigned work, and usually makes up work missed.</li> <li>Shows average ability to learn and apply facts, principals, and skills.</li> </ul>
C-	70	1.70	2.70	<ul style="list-style-type: none"> <li>Shows average ability in critical thinking, and some originality.</li> <li>Follows class activities and makes some contribution.</li> </ul>
D+	67	0.00	0.00	<ul style="list-style-type: none"> <li>The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.</li> <li>Shows below average growth in understanding of the subject.</li> <li>Receives consistently below-average marks on tests.</li> <li>Does less than the average amount of assigned work, and seldom makes up work missed.</li> <li>Shows below-average ability or initiative in learning and applying facts, principals, and skills.</li> <li>Participates inadequately or ineffectively in learning activities.</li> <li>Shows below average ability or initiative in critical thinking and creativity.</li> </ul>
D	63			
D-	60			
F	<60			

### Academic Integrity

Aspire Public Schools believe in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.



### Consequences for Violating Academic Integrity

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of "F" or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

### Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

### Text Books

Students are responsible for all books issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, including library books.

### Restitution

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent guardian, but will not be withheld from a requesting school.

## STUDENT LIFE

### Activities

**Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and or be passing all classes in order to participate in any co-curricular activity.** Activity & Athletic eligibility are discussed fully in *Aspire Board Policies and Administrative Regulations* (§6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, **AND**
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors; **AND**
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

### Athletics

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet or exceed the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.
3. Students must exhibit satisfactory citizenship and conduct on and off the field, which includes not having four or more referrals.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students must carry adequate insurance.

### ***Expanded Learning Afterschool Programs***

Aspire Public Schools' expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math instruction for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun.

#### *Alignment with the School Day*

All aspects of our expanded learning programming are tightly aligned with the school day. Students are expected to follow Aspire Public Schools' student Code of Conduct and all school behavior rules and expectations apply during afterschool time. In addition, expanded learning program staff work closely with teachers to target instruction to meet your student's learning and development needs.

#### *Registration and Enrollment*

The program is open to all students. However, funding limitations may restrict the number of students the program can serve. When more students wish to enroll than the program can accommodate, priority for enrollment will be given to students with greatest academic need based on assessment data along with teacher or administrator referrals.

To join the program, students and families must complete a Registration Form. If accepted for enrollment, parents and students will be required to review the program's handbook and sign an enrollment contract indicating that you agree to the program's attendance and behavior policies.

#### *Hours of Operation and Location*

The program operates every day that school is in session from the time of school dismissal until 6:00pm, this includes all early release school days. The program does not operate on days when school is closed, such as staff development days, school breaks and summer. All students are offered a snack every day. Dismissal occurs between 5:30-5:45pm. All students must be picked up leave campus no later than 6:00pm.

Program activities take place primarily on-campus with occasional field trips and community service activities. In addition, students may be offered opportunities to participate in off-campus enrichment activities led by partner organizations. Separate permission forms will be requested for any off-campus activities.

#### *Attendance*

Elementary school students are expected to attend the program every day. Middle school students may register to attend a minimum of 3 days per week or more. All students are expected to attend the full program each day, unless they have a permitted reason for early release (see Early Release Policy in the Program Handbook). Partial program attendance is not allowed as it interferes with our ability to deliver quality instruction and inhibits the ability of students to fully benefit from the program offerings. Full day attendance is also a requirement of our grant funding for the program.

### Staff

Expanded Learning programs are run by Afterschool Directors. Our program staff includes college students and adults from our local community. All have met Aspire's paraprofessional qualifications and many have college degrees and prior teaching experience. We provide ongoing training to staff and encourage small group instruction and individual tutoring to ensure students get the support they need. Program-wide we maintain a student-staff ratio of 20:1 or lower.

### Funding and Fees

The program is supported primarily by state grants that are specifically designated for afterschool programming. These grants determine the number of students we can serve and our hours of operation. In addition, we may charge a small monthly fee that allows us to maintain key program features and instructional quality at a time of diminishing state support for public education. Information about fee rates is available in the Program Handbook. Scholarships are available for families for whom payment of fees poses financial hardship. Scholarship Application Forms are available from the Afterschool Director or the School Office.

### School Lunches

In addition to our regular food service program, students may be eligible for the no-cost or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

### Employment of Students - Work Permit

While school and preparation for university must always be a student's first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

- a) maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.
- b) maintain, during the previous grading period (by quarter), at least a 2.0 GPA.
- c) may not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. Specific details may be found on the following websites or by talking with your school counselor:

- Information on Minors and Employment , (<http://www.dir.ca.gov/dlse/DLSE-CL.htm>)
- Division of Labor Standards Summary Chart, (<http://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf>)Chart
- Child Labor Laws 2000, (<http://www.dir.ca.gov/dlse/ChildLaborPamphlet2000.html>)

**WORK PERMITS FAQ, ([HTTP://WWW.CDE.CA.GOV/CI/CT/WE/WPFAQ.ASP](http://www.cde.ca.gov/ci/ct/we/wpfaq.asp))**

## **STUDENT SUPPORTS AND PROTECTIONS**

### Section 504 Plan

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, 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 USC 794)

- Compliance monitored by the Office of Civil Rights.

- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.

### Special Education

Determination for eligibility for special education and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized.

### Student Study Team (SST)

The Student Study Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

### Agreement to Continue Student in Kindergarten

The law requires that both the school and the student's parent guardian must be in agreement that it is beneficial for the student to continue in kindergarten for not more than one additional year. A written agreement that complies with the requirements of Education Code § 46300 and 48011 shall be used to document this understanding between the parent guardian. A continuance agreement is required to be signed by the parent guardian near the admission anniversary date AND cannot exceed one year beyond the anniversary date (The month of June prior to the student's continuation in Kindergarten is recommended for signature). The date the parent(s) consented to the retention must be listed on the form as well (EC§ 46300, 48011).

### Social-Emotional Counseling Programs

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact your school's counselor to determine specific protocols at your school site. Schools without a counselor cannot provide counseling services unless otherwise stipulated in an IEP or 504 document.

Social Emotional counseling is available on a limited basis through our counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors work with students on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement.

**Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues.

**Counseling services are not guaranteed for students.** Additionally, S tudents referred for services will be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. There is no charge for counseling support. As stated above, however, counseling resources are limited and counseling services are not guaranteed for every referral.

### Referral Process

Student can be referred for counseling from a variety of avenues, but the primary referral source is through school systems such as the SST, RtI or Special Education process. These referrals take priority over other referral sources. Parent referrals, self-referrals, etc. are evaluated on a case by case basis and may not result in counseling services. In some instances, students referred to the counseling team will be referred out for services and it is the responsibility of the student/parent to follow up on these referrals. Each counseling team makes referral determinations on a variety of factors, including applicable state and federal laws.

### Referrals to Outside Resources

The counseling department maintains a list of outside agencies and resources to which parents and students can be referred for services as necessary. Parents who are interested in receiving this list should contact the school's counseling department or main office. This list reflects agencies and resources in the geographic area of the school and does not imply an endorsement of these agencies and/or resources by the school or Aspire.

### Crisis

Social-emotional crisis includes, but is not limited to, times when a student discloses or expresses homicidal or suicidal ideation, desire to hurt self or others (including self-injury) and instances of child abuse. In these instances, Aspire schools follow a crisis protocol that may end with a student being evaluated by county mental health or other crisis response agency. Aspire Public Schools will make every effort to contact parents during crisis as appropriate, but must follow crisis protocols to protect the safety of all students and staff. Please contact the Director of Student and Family Support if you have questions or concerns about crisis response at 510-434-5000.

### Consent and Confidentiality

Aspire complies with state and federal laws around consent and confidentiality for counseling services. In California, students ages 12 and over hold rights to their counseling records. Please contact the school counselor if you have questions or concerns about consent for counseling and confidentiality of the counseling record.

### Alignment with the School Day

Counselors make every effort to pull students at times that are convenient for their students and are aligned with the academic needs of the student.

### Termination of Services

As stated above, counseling services are not guaranteed. Services may be ended for a variety of reasons and with reasonable notice to parents/students. In these instances, referrals can be given, but the responsibility to follow up on these referrals falls with the parent/student. Additionally, students who repeatedly miss counseling service appointments for any reason may be dropped from counseling services permanently.

### Emergency Medical Care

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

### Contagious or Infectious Disease and Head Lice

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist. Additional students having evidence of live head lice shall be excluded from school until they have been treated and determined to be free of live louse.

### Child Abuse Reporting

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

### Childfind and Special Education Notification:

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special programs such as speech therapy, physical and occupational therapy, Title LAP and special education academic programs to children five years and older. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you. These services are available for persons between the ages of birth through 21 years age.

If any Aspire Public School family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

### McKinney-Vento Reauthorization of 2002

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Director of Student and Family Supports at 510-434-5000.

### Family Life HIV AIDS Education

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility.

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision making and refusal skills, and public health issues. The Family Life and HIV AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents Guardians may contact the Principal if they would like to preview the classroom materials.

### Notice for Directory Information:

Federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised their local schools that they do not want their student's information disclosed without their prior written consent.

## **FAMILY AND COMMUNITY ENGAGEMENT**

### School-Home communication

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

### Visitor Policy

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

### Volunteers

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include: coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results of the background check are **confidential** and will not be discussed with other staff members and or parents.

### Volunteer Drivers

- The driver must have a valid California Driver's License.
- The parent or adult driver must have a current "**Driver's Liability Insurance Statement**" on file in the school office with the following minimum coverage: \$100,000 per person, \$300,000 per occurrence, \$50,000 property damage (100 300 50).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.
- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

## **FAMILY RIGHTS AND RESPONSIBILITIES**

### Directory Information

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **STUDENTS MAY ONLY LEAVE CAMPUS WITH AN ADULT WHOSE NAME IS LISTED ON THE EMERGENCY CONTACT INFORMATION.**

### Non-Discrimination Policy

Aspire Public Schools (APS) does not discriminate against any student 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.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

### Family Educational Rights to Privacy Act

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education record that the parent or eligible student believes is inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal to clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his/her expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202-5901

*No Child Left Behind Notification*

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.



### Public Meeting Notice

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.

### **UNIFORM COMPLAINT POLICY AND PROCEDURES**

The Board of Directors of Aspire Public Schools ("Aspire") recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs.

Aspire shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, federal school safety planning requirements and issues related to the imposition of pupil fees.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

### **PROCEDURES**

The following procedures shall be used to address all complaints that allege that Aspire has violated Federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required.

- **Complaint:** A complaint shall be presented in writing by way of an Aspire Community Complaint Form and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.
- **Mediation:** Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and

if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

### **INVESTIGATION OF COMPLAINT**

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

### **RESPONSE/RESOLUTION**

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education or to the Achievement School District in Tennessee, as applicable. With regards to issues concerning pupil fees, if there is a finding of merit then a remedy shall be provided to all affected pupils, parents, and guardians, including reasonable efforts for full reimbursement.

### **CIVIL LAW REMEDIES**

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.

All forms may be mailed or delivered to:

In California:  
Aspire Public Schools  
ATTN: Community Complaint Officer  
1001 – 22<sup>nd</sup> Avenue, Suite 100  
Oakland, CA 94606

In Tennessee:  
Aspire Public Schools  
ATTN: Executive Director  
516 Tennessee St., Ste. 406  
Memphis, TN 38103

Aspire reserves the right to modify locations for receipt of forms as necessary.



**COMMUNITY COMPLAINT FORM**

**Name** \_\_\_\_\_

**Address** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Telephone** \_\_\_\_\_ **(day)**  
\_\_\_\_\_ **(evening)**

1 School site and person you are filing a complaint against:  
\_\_\_\_\_

2 Has this been discussed with him/her? Y \_\_\_ N \_\_\_ Date: \_\_\_\_\_

3 Has the complaint been discussed with the principal or supervisor? Y \_\_\_ N \_\_\_ Date: \_\_\_\_\_

**Description of Complaint:** Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

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What remedy or action do you suggest?  
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\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Date received by Aspire Home Office \_\_\_\_\_



**STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM**

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2013-2014.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Grade Level

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Appendix XX:  
Leadership Team Biographies

## **Aspire Public Schools Senior Leadership Team Biographies**

### **James Willcox, Chief Executive Officer**

James Willcox assumed leadership of Aspire Public Schools in 2009, taking over for founder Don Shalvey upon his transition to Chairman of the Board. James joined the Aspire team as Chief Operating Officer in 2007. During his tenure at Aspire, the organization has more than doubled in size from 17 to 37 schools and grown to serve over 13,000 students across California and in Memphis, TN. Prior to joining the management team of Aspire, James was the founding Chief Operating Officer of Education for Change, an organization focused on restructuring underperforming schools as independent charter schools in partnership with the Oakland Unified School District.

Before his direct involvement in school system management, he served as a Principal at New Schools Venture Fund, a philanthropic organization founded to improve the educational opportunities for underserved students across the country. James has also spent time as a nonprofit consultant with The Bridgespan Group, and served as a U.S. Army officer and helicopter pilot for over seven years. He holds a B.S. from the United States Military Academy at West Point and an M.Ed. and M.B.A. from Stanford University.

### **Elise Darwish, Chief Academic Officer**

Elise Darwish has been on the leadership team of Aspire Public Schools since its founding and currently serves as the Chief Academic Officer. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over twenty-five years of experience in charter schools, traditional public schools and private schools, Elise was well-poised to design the Aspire education model and oversee its implementation. She began her teaching career as a kindergarten teacher in the inner city of Chicago; since then, she has worked in the roles of teacher, mentor teacher, assistant principal, administrator and curriculum coordinator.

Prior to Aspire, Elise was the Instructional Coordinator at the San Carlos Charter Learning Center, California's first charter school and the nation's second. During her tenure, the school grew from 3 grades to a full K-8 program with an extensive waiting list and became internationally recognized for its innovation. Elise also coordinated instructional technology for San Carlos School District, managed Net Day, and implemented a Local Area Network and a Wide Area Network. She holds a B.S. in Early Childhood Education from the University of Illinois and a Master's Degree in Educational Administration from San Francisco State University.

### **Heather Kirkpatrick, Chief People Officer**

As the Chief People Officer, Heather supports all of Aspire's talent and development activities across the organization, including both Human Resources and parts of the Education team. Heather began her teaching at Erasmus Hall High School in Brooklyn, New York. Prior to teaching, she worked for several years in organizational development at a non-profit serving indigent adults. She holds a B.A. from Barnard College, a Master's in Education from the Harvard Graduate School of Education, and a Ph.D. in Education from the Stanford University School of Education.

### **Viraj Patel, Chief Financial Officer**

Viraj Patel has joined Aspire Public Schools as Chief Financial Officer. Viraj brings 30 years of financial and operations experience at prominent VC-backed and Fortune 500 public technology and industrial companies in the US, Europe and Asia. Previously serving as CFO for UTStarcom from 2005-2010 and Deeya Energy from 2010--2013, Viraj managed a large team across many geographies. Viraj holds a BBA from Pace University and is a Certified Public Accountant. He is also a Board Member and Audit Committee Chair for Helios and Matheson Analytics. Viraj is excited to lend his vast financial and operations knowledge to Aspire, as his first venture in non-profit K-12 education.

### **Chris Padula, Vice President of Advancement**

Chris Padula joined Aspire Public Schools as Vice President of Advancement in 2012. In this role, he oversees development, communications, brand strategy, and government grants. Chris previously served as Executive Director, Western Region, at Jumpstart for Young Children, leading the organization's largest region serving 3,500 children annually. He also served on Jumpstart's national executive team. Prior to Jumpstart, Chris was Vice President of Development at the Hispanic Scholarship Fund (HSF), overseeing all national and regional fundraising and cause-marketing efforts for the \$40 million/year national organization. He also served on HSF's executive leadership team. With nearly 15 years of non-profit and education experience, Chris also spent a decade working in corporate marketing and business development. Chris is a graduate of Bentley University in Waltham, MA.

### **Delphine Sherman, Vice President of Finance**

Delphine Sherman is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field,

Delphine was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

### **Emmile Brack, Vice President of Operations**

Emmile Brack joined Aspire Public Schools in October 2008 as the second team member of Team Godzilla, Aspire's data and technology solutions team. Since she has been with Aspire, she led multiple need-finding missions to identify pain points that technology can address and implemented key operational systems. As Vice President of Technology, Emmile leads the teams responsible for maintaining and improving Aspire's network, systems, and data infrastructure and implementing process and technology improvements. Prior to joining Aspire, Emmile spent 5 years in finance and operations consulting with firms, including Arthur Andersen, BearingPoint, and KPMG Consulting. She holds a Bachelor's degree in Finance from Santa Clara University and an MBA from The George Washington University.

### **Tatiana Epanchin, Area Superintendent - Bay Area**

Tatiana Epanchin serves as Aspire's Bay Area Superintendent. Before joining the management team, Tatiana was the founding principal of Aspire ERES Academy in the Fruitvale neighborhood of Oakland. Previously, she served as principal of Monarch Academy in East Oakland. Under her leadership, the school increased student proficiency levels from 51% to 73% in Math and 29% to 45% in English Language Arts. In 2008, Monarch Academy was awarded the National Title I Distinguished School Award for closing the achievement gap, an honor bestowed upon only 1 out of every 9,600 schools in the state. Prior to becoming principal, Tatiana taught at Monarch Academy and served as Lead Teacher for the grades 6-8 Humanities Team at Aspire's Lionel Wilson College Preparatory Academy, where she was also a founding teacher. She began her teaching career with Teach for America in New Orleans where she taught middle school in the Ninth Ward. Tatiana is a New Leaders for New Schools National Fellow from the 2004 cohort. She has also been a social worker in Contra Costa County, working on intensive family preservation cases. She holds a BA in sociology, a MSW and an M.Ed.

### **Mary Welch, Area Superintendent - Central Valley**

Mary Welch was the Founding Principal of Aspire's first campus in North Stockton in 1999, now known as Vincent Shalvey Academy, a recipient of the California Distinguished Schools Award in 2002. She was most recently the Founding Principal of



Rosa Parks Academy, the 13th Aspire school and the first Aspire school within the Stockton Unified School District. Mary has been an educator for the past 33 years as both a teacher and an administrator. She has been a principal in the Lodi Unified School District and in the San Carlos School District, as well as a district coordinator of special education. While she was a principal in San Carlos, her school became a California Distinguished School and a recipient of the Annenberg Torchbearer Award, given to exemplary leadership schools in the Bay Area. Mary holds a BA in Liberal Studies from Cal State Fullerton, an MA in Special Education from Cal Poly, San Luis Obispo, and a Doctorate in Educational Leadership from the University of Southern California.

### **Allison Leslie, Memphis Executive Director**

Alli Leslie joined the Aspire team as a middle school writing teacher at Aspire East Palo Alto Charter School (EPACS) in 2001. She served as a lead teacher and later the principal of EPACS until 2008. During her tenure as principal, she worked with the staff to increase the use of data to inform decisions. From 2004 to 2008, EPACS's Academic Performance Index (API) grew from 724 to 833 under her leadership. After her time as principal, Alli joined the home office staff as an Instructional Coach, then served as a founding team member of the Aspire Teacher Residency Program, co-leading the Instructional Coach team. Alli began her education career with Teach For America in Houston, Texas. She graduated from the University of California at San Diego with degrees in both Spanish and Literature and Writing. She earned her Texas teaching credentials at the University of St. Thomas and her California teaching credentials through the University of California State Teach program. During her first year as principal, Alli completed a Master's in Administration and earned her California administration credential at University of California at Berkeley, as a fellow in the Principal Leadership Institute.

Appendix XXI:

Aspire Overview



College for Certain

# ASPIRE PUBLIC SCHOOLS

## 2013 OVERVIEW



## Aspire Public Schools: three key things to remember

- **Top-performing** school system of its kind in California
  - We're CA's #1 large system serving 66% or more low-income students
- **Excellence and scale**
  - Serving roughly 13,500 students in 37 schools in 10 cities in 2 states (2013-14)
- **Our kids go to college**
  - 100% of our graduating seniors admitted to four-year college/university – College for Certain promise

# Aspire serves over 12,500 students in 35 schools across California...

## Bay Area

### **Oakland**

- Aspire Berkeley Maynard Academy (K-8)
- Aspire California College Preparatory Academy (9-12)
- Aspire College Academy (K-5) *charter shared with California College Prep Academy*
- Aspire ERES Academy (K-8)
- Aspire Golden State Prep Academy (6-12)
- Aspire Lionel Wilson College Preparatory Academy (6-12)
- Aspire Millsmont Academy (K-5)
- Aspire Monarch Academy (K-5)

### **East Palo Alto**

- Aspire East Palo Alto Charter School (K-6)
- Aspire East Palo Alto Phoenix Academy (7-12)

## Los Angeles

- Aspire Antonio Maria Lugo Academy (K-5)
- Aspire Centennial College Preparatory Academy (6-7)
- Aspire Firestone Academy (K-5)
- Aspire Gateway Academy (K-5)
- Aspire Huntington Park Charter School (K-5)
- Aspire Inskip Academy (K-6)
- Aspire Junior Collegiate Academy (K-5)
- Aspire Olin University Preparatory Academy (7-9)
- Aspire Pacific Academy (10-12)
- Aspire Slauson Academy (K-6)
- Aspire Tate Academy (K-6)
- Aspire Titan Academy (K-5)

## Central Valley

### **Sacramento**

- Aspire Alexander Twilight College Preparatory Academy (K-5)
- Aspire Alexander Twilight Secondary Academy (6-12)
- Aspire Capitol Heights Academy (K-5)

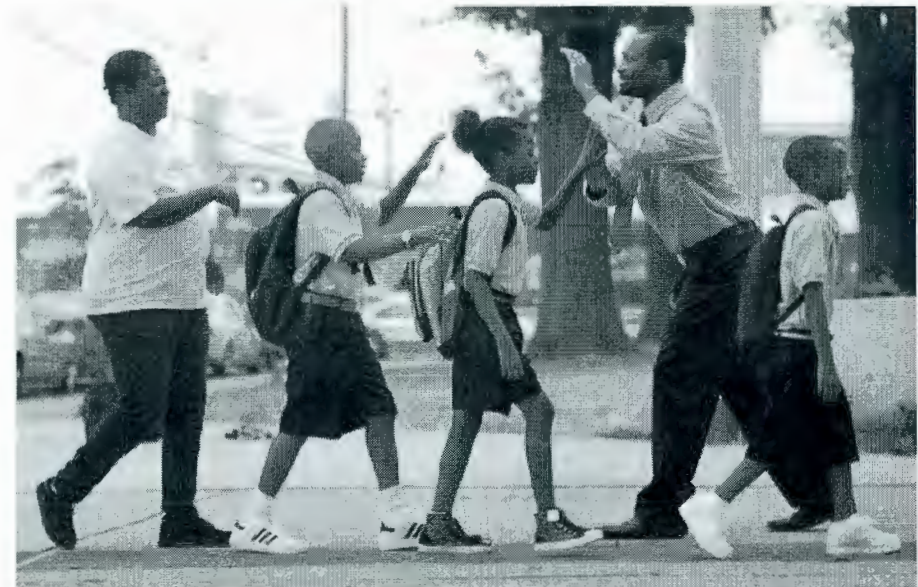
### **Stockton**

- Aspire APEX Academy (K-5)
- Aspire Benjamin Holt College Preparatory Academy (6-12)
- Aspire Langston Hughes Academy (6-12)
- Aspire Port City Academy (K-5)
- Aspire River Oaks Charter School (K-5)
- Aspire Rosa Parks Academy (K-5)
- Aspire Vincent Shalvey Academy (K-5)

### **Modesto**

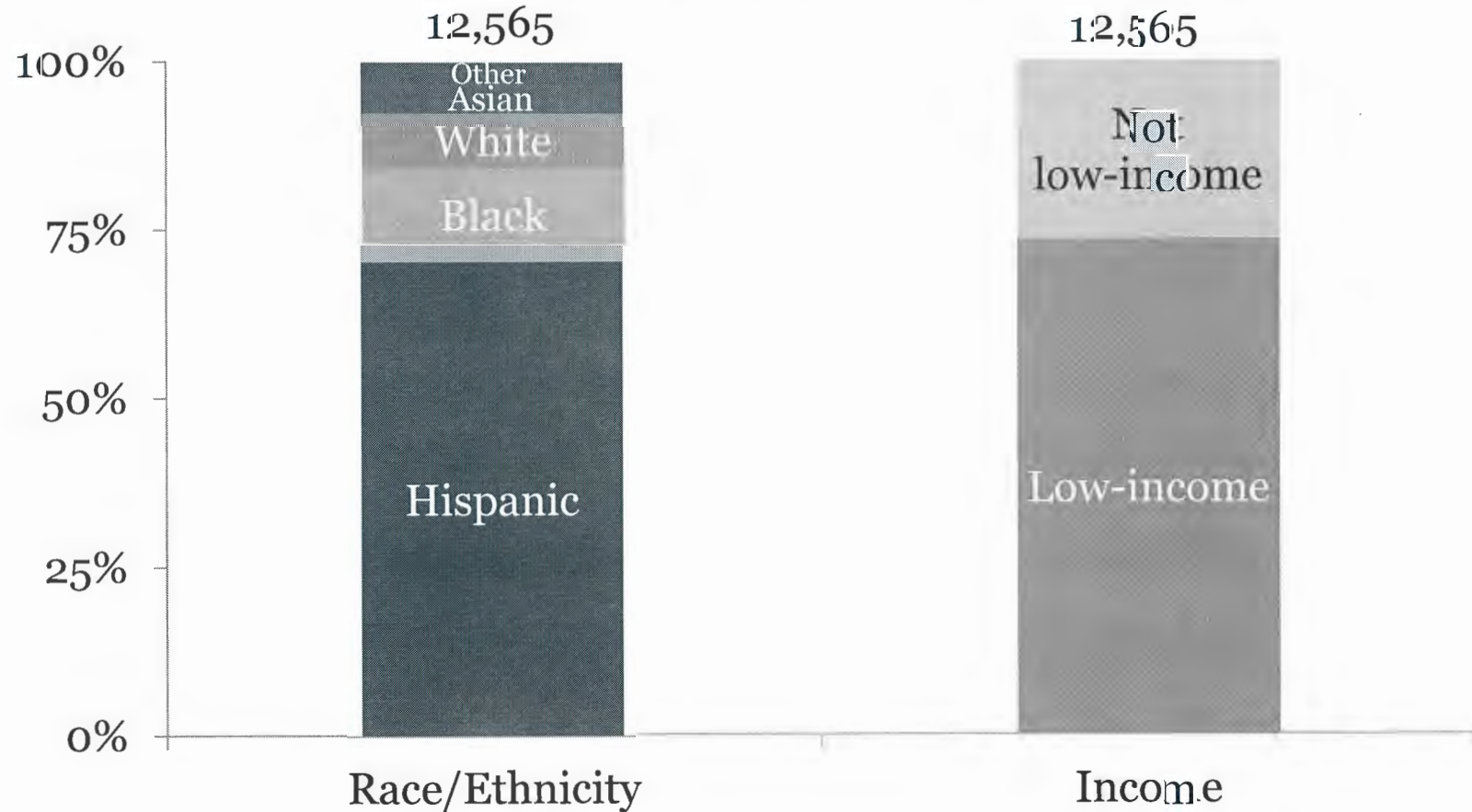
- Aspire Summit Charter Academy (K-5)
- Aspire University Charter School (K-5)
- Aspire Vanguard College Preparatory Academy (6-12)

Aspire expanded to Memphis in 2013, opening 2 (PK – 5) schools called Hanley Elementary, serving 768 children



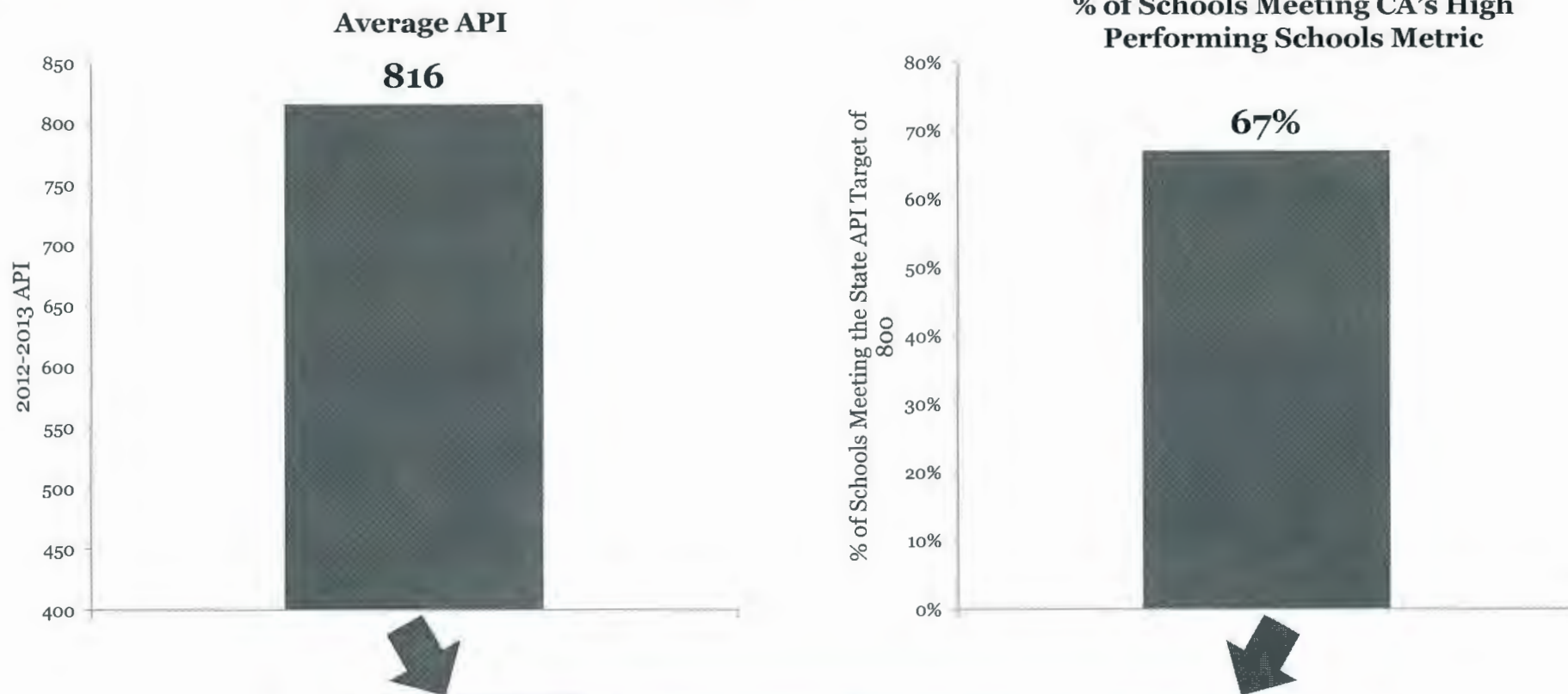
# Aspire Schools Serve High Needs Students

## Aspire 2012-13 Student Enrollment



Aspire is the top performing school system of its kind in the state, with an API of 816 and 67% of schools above

### Aspire-as-a-District Results



Aspire ranks **#1** on both metrics when compared to districts with at least 25 schools who serve at least two-thirds low-income students

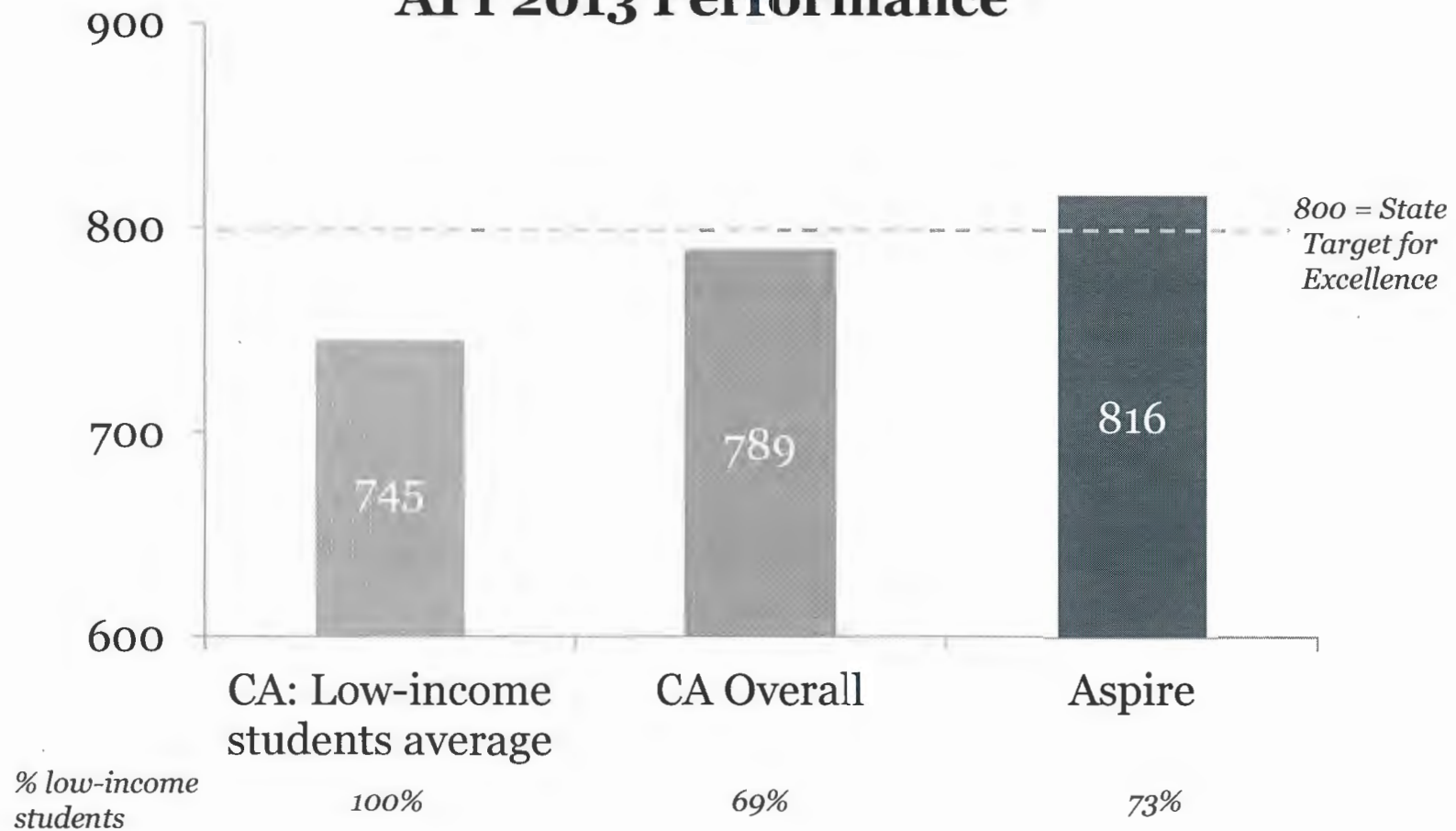
Note: At 816, Aspire Public Schools' API outperforms all districts in the state that have at least 25 schools and serve at least 2/3 low income students.  
Source: CDE 2012-2013 Growth API Data File





# Aspire outperforms the state target for excellence

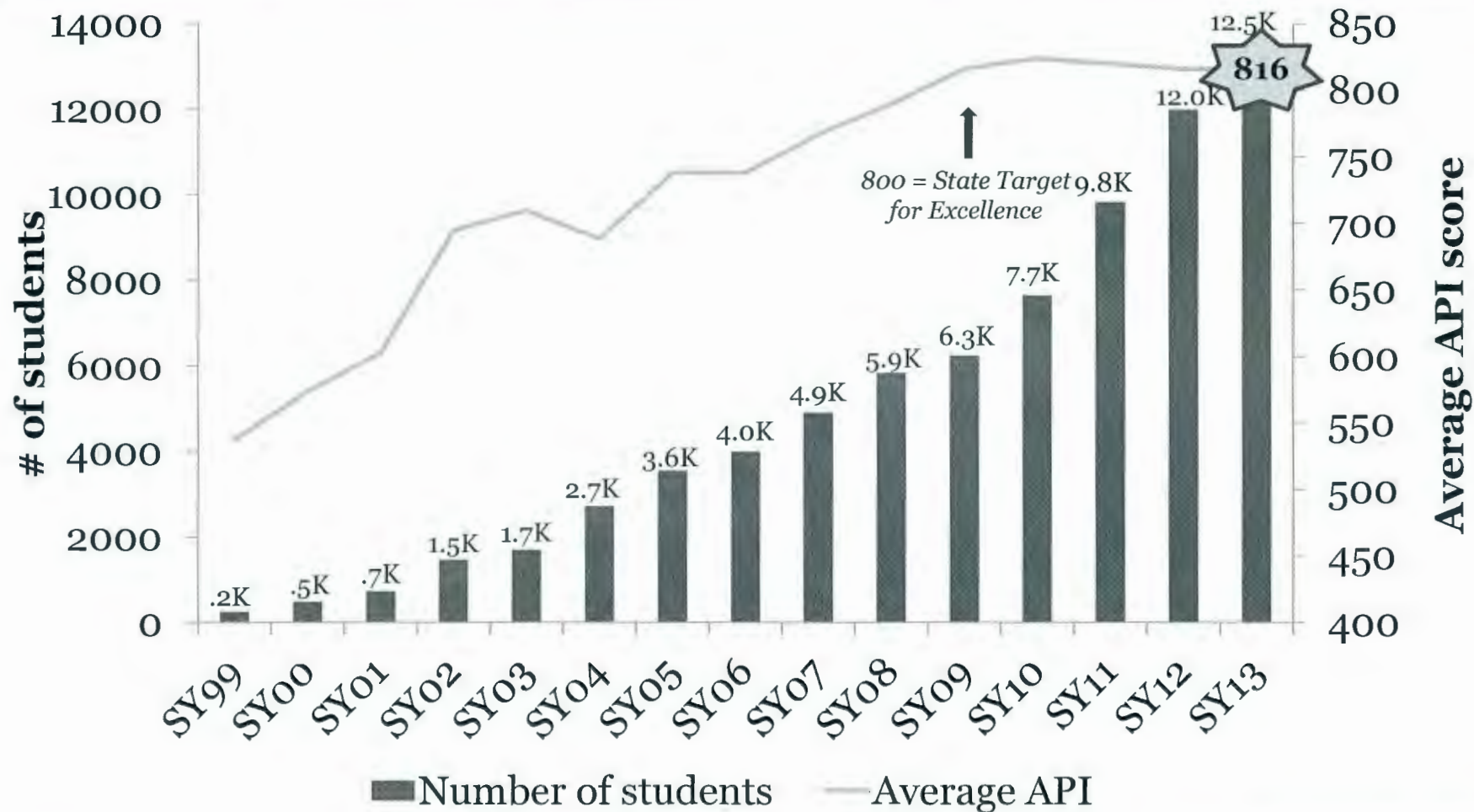
## API 2013 Performance



Source: CDE 2012-2013 Growth API Data File



# As we've grown, our results have improved



# of schools

1 2 3 6 7 9 9 14 15 17 21 25 30 31

Source: CDE 2012-2013 Growth API Data File

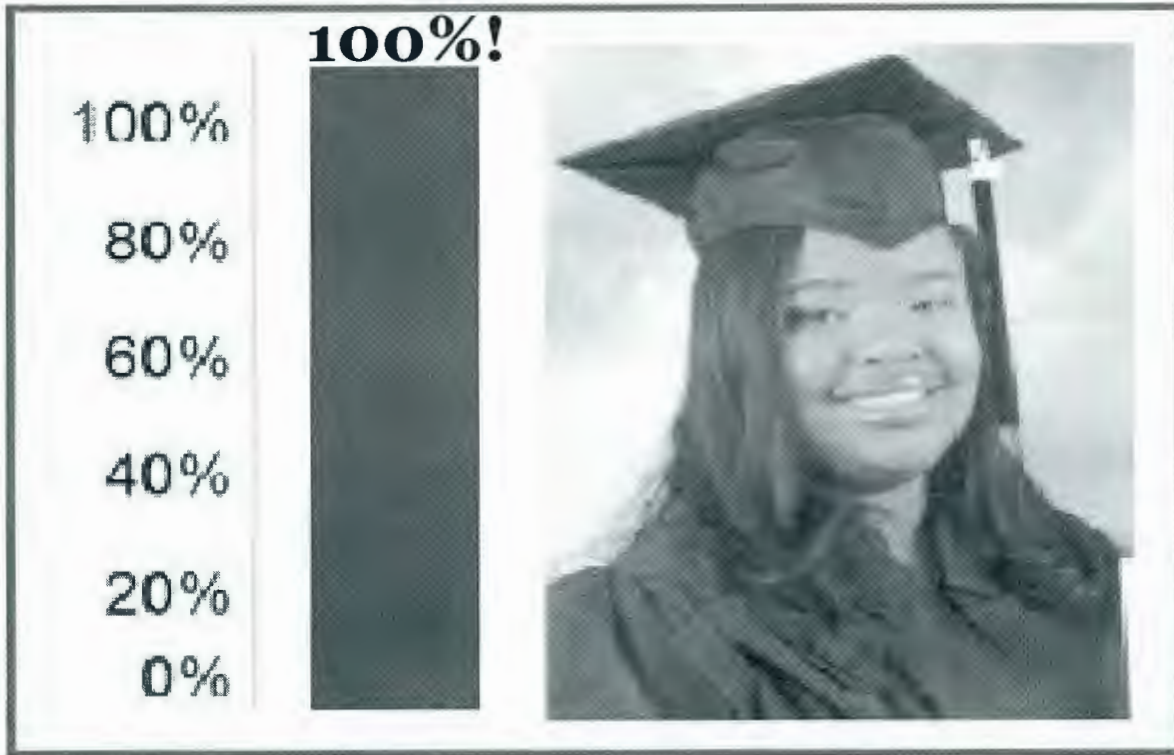


# Our success hinges on a strong culture, deep investment in our teachers, and high expectations for students

Core Belief	What it Looks Like in Our Schools
<ul style="list-style-type: none"> <li>We must build a <b>College for Certain culture</b> in every classroom in every school</li> </ul>	<ul style="list-style-type: none"> <li>Students immersed in college-going environment</li> <li>Students earn college credits while in high school</li> </ul>
<ul style="list-style-type: none"> <li><b>Highly effective teachers</b> are the key to student success</li> </ul>	<ul style="list-style-type: none"> <li>Cutting-edge support</li> <li>Robust and ongoing feedback</li> <li>Collaborative culture</li> </ul>
<ul style="list-style-type: none"> <li>We must hold students to the <b>highest academic standards</b></li> </ul>	<ul style="list-style-type: none"> <li>College prep program for everyone</li> <li>Student-led discussion</li> <li>Academic rigor</li> </ul>
<ul style="list-style-type: none"> <li>Underserved students need <b>more time on task</b> for college success</li> </ul>	<ul style="list-style-type: none"> <li>Longer school day</li> <li>Longer school year</li> <li>Instructional minutes are precious</li> </ul>
<ul style="list-style-type: none"> <li>Personalized <b>school communities</b> matter</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing personal relationships</li> <li>Every student known by name</li> </ul>
<ul style="list-style-type: none"> <li>We can and should help <b>transform local school systems</b></li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with host districts</li> <li>Proactive best practice sharing</li> </ul>



In 2013, we again had 100% of graduating seniors accepted to four year colleges and universities



334 graduating seniors!

100% college acceptance rate

8 graduating classes



By 2016, three years from now, we'll have graduated **2,500 students** ready-for college

# Our success has generated national and international attention

Third-party validation



Media buzz



Funder support

