

Aspire
PUBLIC SCHOOLS

**ASPIRE OAKLAND ELEMENTARY
CHARTER PETITION**

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CHARTER PETITION

TABLE OF CONTENTS

INTRODUCTION	3
ELEMENT A: EDUCATIONAL PROGRAM	4
ELEMENT B: MEASURABLE PUPIL OUTCOMES	12
ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES	13
ELEMENT D: GOVERNANCE STRUCTURE OF SCHOOL	16
ELEMENT E: EMPLOYEE QUALIFICATIONS	18
ELEMENT F: HEALTH AND SAFETY PROCEDURES	21
ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE OF DISTRICT	21
ELEMENT H: ADMISSION REQUIREMENTS	22
ELEMENT I: FINANCIAL AUDIT	22
ELEMENT J: PUPIL SUSPENSION AND EXPULSION	24
ELEMENT K: RETIREMENT SYSTEM	24
ELEMENT L: ATTENDANCE ALTERNATIVES	24
ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS	25
ELEMENT N: DISPUTE RESOLUTION PROCEDURES	25
ELEMENT O: EXCLUSIVE PUBLIC SCHOOL EMPLOYER DECLARATION	25
ELEMENT P: PROCESS FOR CHARTER SCHOOL CLOSURE	25
CHARTER-RELATED ISSUES	28
SPECIAL EDUCATION	29
DISTRICT IMPACT REPORT	30
APPENDICES	

INTRODUCTION

Aspire Public Schools (hereafter referred to as "Aspire"), a 501(c)(3) nonprofit public benefits corporation, was founded in 1998 by experienced educators and entrepreneurs to enrich students' lives and reshape local public school systems. Aspire has a four-part mission:

- To increase the academic performance of California's diverse students
- To develop effective educators
- To catalyze change in public schools
- To share successful practices with other forward-thinking educators

In accordance with California Charter School Law, Aspire petitions the Oakland Unified School District (hereafter referred to as "District") for a K-5 internal charter for the Aspire Oakland Elementary (hereafter referred to as "School") from February 9, 2005 until February 8, 2010.

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)

The School will make important contributions to the legislative goals outlined above. By granting this charter school petition, the District will help fulfill the intent of the Charter Schools Act of 1992 ("Charter Schools Act"), while providing students with a small school option.

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Sections 47605(b)(5)(A)-(P). These sections of law and the required descriptions are discussed below.

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.

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

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

Population to be Served by the School

The School will serve approximately 352 students in grades K-5.

The Oakland Unified School District is the sixth largest urban school district in California. According to demographic data compiled by the California Department of Education, the District enrolled 52,501 students in 2002-2003. Of these students, African Americans constitute 43.3% of the district's students, American Indians or Alaska Natives 0.5%, Asians 15.4%, Filipinos 0.8%, Hispanics or Latinos 32.2%, Pacific Islanders 1.1% and Whites 5.8%. During the 2002-2003 school year, students who are classified by the California Department of Education as English Learners made up 33.4% of the District student body. The School seeks to enroll a diverse population of students that reflects the District's demographics.

Aspire's educational program is based on the instructional needs of our target student profile. Aspire targets the following students:

- students who are underachieving in core academic subjects and whose performance does not match their potential;
- students whose academic or second language learning needs necessitate a small school environment with personalized attention;
- students whose academic or second language learning needs are not being met in a traditional school environment; and
- students whose diversity represents the community.

In education, one size does not fit all and Aspire is dedicated to providing students and families in the District with a small school option that can meet their unique needs.

The 21st Century Educated Person

The fundamental characteristic of the new millennium is ever accelerating change. Information is multiplying as quickly as it is becoming obsolete and ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. These challenges mean that students must *learn to learn* in order to participate in the dynamic world that is the 21st Century.

The School expects its students to graduate able to collect information, think systematically and critically about that information, create new knowledge and effectively express and apply their thinking to real world problems. The information with which they engage may be a novel, a choreographed dance piece, a set of statistics, a newspaper report, an historical account or a scientific article. The expression of student thinking may come in an essay, a painting, a poem, an oral presentation, a one-act play, a mathematical argument, or a scientific rebuttal. In summary, the School aims to graduate students who have the ability to access, use and analyze information, produce new knowledge and respond critically and thoughtfully.

Ultimately, the School intends to equip students with the basic skills, thinking skills, and life skills they need to excel in the 21st Century. Thus, the School will seek to enable its pupils to become self-motivated, competent and life-long learners.

How Learning Best Occurs

The School's Mission

The School's mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by offering students a rigorous core curriculum, an outstanding staff, high standards and expectations, extended instructional hours, and personalized learning opportunities. The School will strive to ensure that students are prepared for college and for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

The School's Program Design Elements

The School is structured to support high student achievement by creating as many personalized learning opportunities as possible. The following features, which are designed to create a sense of community, a challenging learning environment, and more time for learning, illustrate essential program design elements of the School and reflect Aspire's beliefs about how learning best occurs.

A Sense of Community

Aspire schools are small with small, multi-age classes to create community where each student is known personally.

- *Small schools*
Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. Aspire schools are designed to serve approximately 400 students.
- *Small class sizes*
In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. The School's objective is to maintain a 20:1 student/teacher ratio in grades K-3 and a 28:1 student/teacher ratio in grades 4 and above.
- *Multi-age instruction*
Heterogeneous grouping of students into classes of more than one grade level enables more personalized instruction in a number of ways. First, a teacher stays with a student for two consecutive years and can better tailor instruction to the student's individual learning needs. Second, deliberately heterogeneous grouping forces teachers to use a variety of instructional strategies, which increases the chances of reaching all students. Third, continuing students in a class helps incorporate new students, decreasing the time required to spend on socialization to class norms. Fourth, the broadening age range also decreases the chances that an individual child will feel developmentally "different," minimizing those psychological barriers to learning; both peers and teachers appreciate the natural range of skill differences.

A Challenging Learning Environment

Aspire provides students with a demanding education program and effective teachers.

- *Rigorous and challenging education program*
The School is committed to establishing high standards and expectations for all students. Multiple strategies for active learning of academic skills and mastery of a demanding curriculum with real world connections will support all students.
- *Highly qualified and supported teachers*
The faculty will consist of well-prepared and certified teachers. All teachers and paraprofessionals will meet the requirements of the No Child Left Behind Act. Teachers will be encouraged to pursue National Board Certification within their first five years at the School. 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 the School 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.

More Time for Learning

Aspire provides more learning time for students and uses time effectively to maximize in-depth learning.

- *Longer school day*
Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools are designed to serve students in kindergarten through five-hour school days and students in grades 1-12 through seven-and-a-half hour school days. As a result, students at the School will receive about one more hour of instruction each day than students in traditional public schools.
- *Longer school year*
The School will be open for approximately 190 days of instruction, ten days more than traditional public schools. Some of these additional days are on Saturdays.
- *Tutors*
All students will be assessed and those with specialized literacy needs will be supported by a tutoring program. These tutors will be trained by an Aspire Home Office employee and have thorough background checks. Each teacher will share Aspire and classroom assessment data with the tutor in order to meet the student's needs.

Pedagogical Strategies

Aspire recognizes that there is no single pedagogical strategy that is best for all students. Therefore, the School will employ a range of pedagogies based on "best practices" in the field and the most current educational research. By using a variety of instructional techniques, we believe our program can meet the needs of students who are not currently succeeding. The following variety of instructional methods will provide the best opportunities for all students to learn at high levels:

- *Project-based instruction:* Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students' real world experiences, making learning relevant and valuable to their lives outside of school. Research on authentic instruction indicates the importance of connections

between classroom curriculum and the world beyond the classroom to rate and depth of learning and student motivation. Many of the School's projects will be community-oriented.

- *Integrated curriculum:* To facilitate deep learning and connections across subjects (e.g., social studies and language arts) teachers will collaborate to integrate themes and concepts in designing classes.
- *Culturally appropriate curriculum and instruction:* A multicultural curriculum and culturally sensitive pedagogy will enable students to appreciate and respect their own and each others' heritages and to develop an understanding of multiple perspectives.
- *Flexible supports:* Many supports will be provided within the classroom, the school and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports.
- *Diagnostic assessment:* Teachers will use a wide range of diagnostic assessments to evaluate how students are learning as well as what they are learning. These assessments will inform decisions about the curriculum and teaching strategies as well as individual supports for students.
- *Integrated arts:* Visual and performing arts are woven throughout the curriculum as a way to illuminate knowledge in the core subjects. The School will bring the community's cultural resources into the classroom.
- *Integrated technology:* Technology will be used as a tool throughout students' courses to provide them access to information and multiple methods of expressing their understanding.
- *Authentic experiences:* Students learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.
- *Direct instruction and inquiry-based instruction:* Teachers will teach through both direct instruction and inquiry-based instruction. Direct instruction strategies include lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group or one-on-one format. Inquiry based instruction strategies involve asking students to structure problems, pursue information, pose and test hypotheses and draw inferences for themselves.

Personalized Learning Plans

In order to ensure that every student is benefiting from the pedagogical practices the School will work with *Personalized Learning Plans* ("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. Once each semester the teacher, parent and student will discuss the student's learning strengths and weaknesses and set goals for the next semester.

Supporting All Students

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. Indeed, the PLP will allow the School to help meet the needs of students with disabilities (who will also have Individualized Education Programs ("IEPs"), as required by law), English language learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for English Language Learners

Aspire's English Language Learners will receive extensive support and instruction. Aspire will comply with all federal, state, and judicial mandates for English Learners. Students will be assessed on an annual basis by the California English Language Development Test ("CELDT"). Teachers will be trained by the Aspire Assessment Analyst on administration of the CELDT and reclassification of students.

English Language Learners will be immersed in English with additional teaching strategies included in its core program, including: building on students' culture, language and experience; teaching the second language through content; practicing English cooperative problem-solving groups; allowing community language norms in informal learning situations; and using computers and peer tutors to enhance language. All students will have access to the core content. English Language Development ("ELD") and Specially Designed Academic Instruction in English ("SDAIE") support will be offered both in academic classes and in supplemental settings for students who need additional support for academic content and English language learning.

Aspire will seek to hire faculty who have received Cross-Cultural Language Acquisition Design ("CLAD") training. In addition, staff will receive training in personalizing the instruction of English Language Learners through SDAIE, Guided Language Acquisition Design ("GLAD") and sheltered English

techniques. Ongoing coaching by our literacy and math coaches will also address the needs of English Language Learners.

Families of English Language Learners will be supported in a variety of ways. Three to five Saturday Schools will focus on supporting students in their learning. All materials, parent conferences and presentations will be translated into appropriate languages. Parents and guardians will also be notified of student classifications of their student's language acquisition.

Support for Special Education Students

Aspire supports all special education students in compliance with state and federal laws. No student will be denied admission to the School because s/he is in need of special education services. Aspire will comply with the federal mandate of the "least restrictive environment", meaning the school will make every attempt to educate special education students along with their non-disabled peers.

Aspire's education program will include instructional strategies and systems which will support students with special education needs. The PLP will allow the teacher, student and parent to share information and create a program which meets the student's personal needs. It may include teacher interventions for a student or a list of student outcomes. The language arts and math programs focus on differentiating instruction for students. The professional development of all teachers focuses on making the curriculum fit the needs of every child in the classroom.

Aspire is dedicated to working with the District to provide needed services to special education students as detailed in their IEPs.

Support for Under-performing Students

The School will have 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 school-determined acceptable level will be able to participate in afterschool tutoring. In addition, the key elements of our education program (small schools, small class sizes, longer school day and year, Advisory groups, etc.) are designed to meet the needs of under-performing students.

All student achievement data will be disaggregated by English Language Learners, ethnicity, socioeconomic level and gender by Aspire's Home Office, the school, the grade level and the classroom teacher. Powerschool will hold all critical student achievement information. Students not making adequate yearly progress on internal Aspire assessments and the STAR will be referred for tutoring, a Student Success Team, reading intervention or any other appropriate safety net.

Curriculum

The curriculum at the School will both develop a foundation of basic skills and cultivate higher-order thinking skills; it will be simultaneously rigorous and relevant to students; it will foster interdisciplinary thinking across subject areas. The School's educational program will place special emphasis on ensuring that all students cultivate strong literacy skills beginning in kindergarten

The School Curriculum

Aspire implements effective curriculum packages created by other parties, complementary to the Aspire system, and aligned to the California state standards. The Aspire educational program is research-based and complies with the No Child Left Behind Act.

- *Language Arts:* To help students develop strong literacy skills, Aspire uses a comprehensive language arts curriculum based on meeting students' personal reading and writing needs through individual and small group instruction. Students progress through a series of guided reading lessons based on each student's instructional level. The writing instruction is based on the Six Traits of Writing from the North West Regional Laboratory: ideas, organization, voice, word choice, sentence fluency, and conventions. Special attention will be given to building a strong literacy foundation for all students early in the primary grades. The progress of ELL students will be specifically monitored to ensure that they are making good progress in their literacy development, as well as any other students who are working below grade level standards.

The School will use the Houghton Mifflin language arts materials. These materials are based on the California state standards. The Aspire Language Arts Instructional Guidelines give teachers the necessary guidance for implementing the program. (See Appendix I.)

- *Mathematics:* The Aspire math curriculum is based on the California state standards for mathematics. Currently, Aspire uses the Harcourt Brace mathematics program. This curriculum sets expectations high, uses real life problems to create learning opportunities, and uses information technology extensively. The Aspire Mathematics Instructional Guidelines give teachers the necessary guidance for implementing the program. (See Appendix J.)
- *Science:* The Aspire program integrates science and social studies in thematic units. The units emphasize investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focus on application of the scientific method to everyday life. The content is aligned with the California State Framework. These interdisciplinary units have been created and tested by the School.

- *Social Studies*: The social studies content at Aspire, integrated into thematic units with language arts, is designed to help students make sense of their everyday life in the midst of complex social, economic and political forces. The curriculum helps students become historically literate (including culture, geography, politics, economics, and ethics) and active, informed citizens (including U.S. policy and effective research techniques).
- *Visual and Performing Arts*: Appreciation and participation in the arts are essential to each student's development. To inspire students, to help ideas come to life by using multiple intelligences, and to ensure cultural literacy, the arts are integrated into the thematic units of each class.
- *Life Skills*: To be successful in the real world, students need to be able to work effectively together, listen to each other, make good decisions and lead respectfully. Aspire incorporates these "life skills" throughout the curriculum. Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate.
- *Other subjects*: Health instruction is primarily addressed through science units. Physical education and music are integrated into the units with the assistance of additional teachers.

Informing Parents about the Transferability of Courses to Other Public High Schools and the Eligibility of Courses to Meet College Entrance Requirements.

The school will not be serving high school students.

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.

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

An Aspire education provides students with access to opportunities for success in future endeavors – in higher education, work, and citizenship. Through personalized learning experiences, students master *basic skills*, acquire the *thinking skills* needed for the rigorous work of the real world, and develop productive *life skills*. The School's educational program is designed to help all of its students to develop the following measurable pupil outcomes:

- A. Basic Skills:** Students will master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.

B. Thinking Skills: Students will apply classroom learning to real world experiences or problems in a relevant and valuable way, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).

C. Life Skills: Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.¹

These student exit outcomes will be further subdivided into specific standards at different grade and skill levels. These specific grade and skill-level standards will incorporate those included in the California state content and performance standards.

In order to best serve our students and community, the School will continue to examine and refine its list of student outcomes over time to reflect the School's mission and any changes to state or local standards.

ELEMENT C: METHODS TO ASSESS PUPIL PROGRESS TOWARD MEETING OUTCOMES

The method by which pupil progress in meeting those pupil outcomes is to be measured.

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

Aspire's academic program is standards-based and data driven. The California state content and performance 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 data collected from the assessments below is used to evaluate student progress, to identify ways to improve learning, and to measure pupil progress in meeting the desired pupil outcomes in terms of their basic skills, thinking skills, and life skills.

- A. Basic Skills:** In order to demonstrate basic skills, students will be assessed in each of the core subjects by classroom assessments and the tests utilized in California's Standardized Testing and Reporting (STAR) Program. Pupil progress in developing basic skills will be measured by:
- the percentage of students passing core academic classes; and

¹ Based on important workplace skills as determined by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS), *Learning a Living: A Blueprint for High Performance*. April, 1992.

- the percentage of students meeting state standards based on STAR. The following table shows the goals for our students scoring proficient or advanced proficient on the California Standards Test:

CST Scores Testing Year	% Proficient or Advanced	
	English/ Language Arts	Mathematics
2005	47%	54%
2006	59%	62%
2007	70%	70%

- B. Thinking Skills:** Students will demonstrate thinking skills in the four core subject areas and in selected elective courses through interdisciplinary projects. Pupil progress in applying thinking skills will be measured by:
- the percentage of students meeting interdisciplinary project requirements. Rubrics based on Newmann's standards for rigor will be used to assess the final projects.
- C. Life Skills:** Students will demonstrate life skills through regular attendance at School, participating in co-/extra-curricular activities, and continuing/graduating from the School. Pupil progress in developing life skills will be measured by:
- the School's attendance rate;
 - the percentage of students participating in co-/extra-curricular activities; and
 - the School's continuation/graduation rate.
- D. Schoolwide Performance Goals:** The School will also aim to achieve the following schoolwide performance goals:
- The School will aim to meet or exceed its schoolwide annual Academic Performance Index ("API") growth targets.
 - The School will aim to have its numerically significant subgroups demonstrate comparable improvement in meeting or exceeding their annual API growth targets.
- E. Collecting, Analyzing, and Reporting Data:** The School will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the District in the following manner:
- Staff will receive data on student achievement during staff meetings and will use this data to help monitor and improve the School's education program.

- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP.
- The District will receive data on student achievement through School reports and/or presentations to the District's Board of Education. These reports and/or presentations will occur at least twice during the School's five year charter period and will include formative and summative data to demonstrate that the School is meeting state performance standards.

Aspire uses the State Testing and Assessment Reports to assist in identifying strengths and weaknesses at a student, classroom, grade level, school and organization. Additionally, the SABE/2 and the California Physical Fitness test will be administered and used to inform the school program. Every summer the School will have a staff retreat where the data will be analyzed. Schoolwide plans for professional development will be based on these plans.

The School will use many in-house assessments which inform daily instruction. Three Aspire assessments provide the best benchmarks of a student's progress towards reaching the state standards.

Developmental Reading Assessment ("DRA")

This reading assessment is used at all grade levels (K-5). It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span to show incremental reading growth. Aspire has set benchmarks for every grade level. Teachers turn in the scores three times a year. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

Aspire Writing Assessment

Three times a year every student in the school takes a writing assessment. The prompts change and are aligned with the genres specific to the grade level standards. The papers are scored with other Aspire staff including teachers and instructional coaches to insure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state. Benchmarks are set for every grade level. These scores are analyzed three times a year.

Aspire Math Assessment

Every student (K-5) takes an Aspire math assessment based on the specific grade level standards. The papers include both computation and a problem solving section. The computation is scored by the classroom teacher. The problem solving is solved with Aspire teachers and instructional coaches. A task analysis is done of every paper, so that teachers can identify standards that need to be retaught.

If any student is not making sufficient progress to meet the benchmarks created by Aspire, teachers, parents or administrators begin a Student Success Team. From this meeting an action plan is created to support the student.

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)

Governance Structure of the School

The School will be an independent charter school governed by the Aspire Board of Directors. The current Aspire Board of Directors are listed in Appendix A and Aspire's Articles of Incorporation are attached as Appendix B. As provided by California's Charter School Act, the governing board of the District shall be entitled to one representative on the Aspire Board of Directors.

Aspire is governed by the 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.

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.

Aspire complies with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. 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.

Governance of Aspire Public Schools

The Aspire Board of Directors consists of a maximum of 11 regular members plus one seat for every sponsoring district. 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.

Parent 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 gives local control to an Advisory School Council ("ASC"), consisting of parent and school representatives. The ASC participates in developing school policies and sharing in efforts to engage the support of the community. The ASC makes recommendations about issues related to the school and participates in reviewing parental and community concerns. The ASC consists of representatives of the following parties: the principal, teachers, and parents. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Additional Opportunities for Parent Involvement

- Parents, students and teachers meet at least twice a year to plan and assess the students' learning progress and determine goals
- Exhibition panels – parents sit on panels to judge student work
- School and staff evaluations – parents fill out a survey each year evaluating the strengths and weaknesses they identify with the program at the School
- Student-led conferences – students lead conferences on their work during the year to keep parents informed
- Volunteer opportunities at the School – various opportunities arise for parents to volunteer at the School. For example, parents have the opportunity to help in classrooms, lead extra-curricular activities, assist in event planning, attend study trips and serve on parent committees
- Fundraising – parents and community members work with the school to raise additional resources to support students and the school program
- Advocacy – parents and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources

Addressing Parent Concerns and Complaints

Aspire is committed to working with parents to address parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the School and Aspire throughout the school year. In addition, an Ombudsman serves as an objective, third party resource for parents or community members who wish to express a grievance to Aspire about the School. The Ombudsman, a respected community leader from the School's local community, uses his/her discretion to ameliorate specific parental concerns and may choose to discuss the problem with Aspire's Board of Directors in serious cases. Also, Aspire has established a formal complaint process to address any parent complaints about the employees or employment practices of the organization. Aspire's Community Complaint Procedures and Community Complaint Form are attached as Appendix C. 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/Harassment Policy and Complaint Procedure, which are attached as Appendix D.

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. 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. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore, noncollege preparatory 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 by this charter petition.

The School's key staff members (Principal, Office Manager, and Teachers) will meet the following qualifications:

Principal Qualifications

The School's Principal will be the instructional leader at the School and will be responsible for helping the School and students achieve the outcomes outlined in this charter petition. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

- Superb communication and community-building skills
- Deep knowledge of curriculum development and program design
- A record of success in developing teachers
- Entrepreneurial passion

Required educational level:

- Masters in education is highly desirable

Required experience:

- 5 plus years teaching and administrative experience
- Experience in performance assessment

Office Manager Qualifications

The School's Office Manager will be 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
- Fluency in Spanish is highly desirable

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

- 3 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 the School will be required to hold a California Commission on Teacher Credentialing 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 (ex. math) will be required to hold a subject-specific credential or permit from the California Commission on Teacher Credentialing.

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 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 decline candidates' paperwork to Aspire.
- *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.

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 3 weeks of summer and school year training to become fluent in the Aspire education program; four days on literacy instruction, three days on math instruction; two days on rigorous interdisciplinary instruction; two days of multiage instruction; one day on parent engagement and three days with other team members examining student data. Each subject training includes professional development about assessing student achievement, classroom management and differentiating instruction.

In addition, Aspire conducts several school-year workshops in specific areas. The School Principal, in his/her capacity as instructional leader, provides on-site coaching. Teachers are organized into teams, led by an experienced "lead teacher" who has the skills to mentor others. Teachers are then able to collaborate and support each other to reach the Schools' and individual students' learning goals. Aspire also has instructional coaches who provide additional support, provide one-on-one consultation, conduct experience-based group sessions (e.g. New Teacher Support Program), and guide educators in their application for certification from the National Board for Professional Teaching Standards. Teachers are evaluated by their School Principal at least twice a year according to criteria that are based on National Board Certification. The "Aspire Public Schools Educator Evaluation" is attached as Appendix E.

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)

The School will comply with the provision of Education Code Section 44237: Fingerprints and Criminal Records Summary. Each new employee having contact with minor students must submit two sets of fingerprints to the Department of Justice for the purpose of obtaining a criminal record summary. Faculty and staff will also be examined for tuberculosis as described in Education Code Section 44237. The above requirements constitute conditions of employment.

All new students will be required to show proof of necessary immunizations as a condition of School admittance to the same extent as would apply if pupils attended non-charter public schools. The School will provide screening of students' vision and hearing and the screening of students for scoliosis to the same extent as would be required if students attended a non-charter public school. Records of staff and student immunizations will be maintained.

Aspire is committed to providing a safe school environment and the School will develop a comprehensive school safety plan that is specific to the School site. This plan will address conceivable emergency situations, e.g., earthquakes, floods, shootings, and electricity loss. The template for the School's Emergency Preparedness and Disaster Plans is attached as Appendix F.

Additionally, the School will develop plans for OSHA mandated policies, safe school plans, illness and injury prevention plan and hazardous materials communication plans.

ELEMENT G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE OF DISTRICT

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 at 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 to try to achieve a racially and ethnically diverse student population. These strategies will include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process

- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations
- Marketing brochures and/or TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages

ELEMENT H: ADMISSION REQUIREMENTS

Admission requirements, if applicable.

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

The School will actively recruit a diverse student population from the District and surrounding areas who understand and value the School's mission and are committed to the School's instructional and operational philosophy.

The School identifies the following admission requirements:

- Students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification. The school is open to *all* students.
- Admission to the School shall not be determined according to the student's place of residence, or that of his or her parent or guardian, within the state of California.
- Admission preference shall first be given to students attending the charter school, and students with siblings admitted to the School.
- Next preference will be given to students residing in the Golden Gate Elementary School attendance area.
- Admission preference for all remaining students shall be given to students residing in the District. If the number of students in the District interested in attending the School exceeds the School's capacity, a public random lottery will be held.
- Admission to the School for all remaining openings shall be open to any resident of the State of California. If the number of students who are interested in attending the School exceeds the School's remaining capacity, a public random lottery of those pupils will be held.
- Based on the lottery (or lotteries), an annual wait list will be kept at the School. As openings become available during the school year, preference will be given to those in order of the wait list.
- Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

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. The Chief Financial Officer of Aspire is responsible for contracting with the independent auditor and the Controller of Aspire is responsible for overseeing the independent audit. Aspire will share the results with the District's Administrative Director of Business Services 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. The Executive Committee of the Aspire Board of Directors will resolve audit exceptions and deficiencies in a timely fashion. All exceptions and deficiencies and their remedies will be communicated to the District in a timely matter.

Aspire will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that flow through the District shall be forwarded to Aspire in a timely fashion. During the term of this charter petition, Aspire and the District will negotiate in good faith to develop a internal charter Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

The District shall provide and/or perform the supervisory oversight tasks and duties specified and/or necessary for the implementation of this charter for a fee that will not exceed one percent of the average daily attendance funds provided to the school pursuant to the terms of the Charter School Act.

The District agrees to allow Aspire to separately purchase administrative or other goods or services from the District or other vendors. The specific terms and cost of administrative or other goods or services purchased from the District shall be contained in the Memorandum of Understanding.

To the extent required by law, Aspire agrees to cooperate with the District in order to facilitate compliance with the Public Records Act (Government Code Section 6250) and the Brown Act (Government Code Section 54950).

Aspire shall promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records, from the District, the County Office of Education ("COE"), and/or from the Superintendent of Public Instruction and shall consult with the District, COE, and/or the Superintendent of Public Instruction regarding any inquiries. Aspire will provide the District with present and future line item budgets for the School as required by the District and will meet all other financial reporting requirements as outlined in charter law and the Memorandum of Understanding, including an audited financial statement by December 15.

ELEMENT J: PUPIL SUSPENSION AND EXPULSION

The procedures by which pupils can be suspended or expelled.

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

The procedures for suspension and expulsion of the School's students will substantially comply with the procedures identified in the California Education Code. 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. See Appendix G for a detailed description of the suspension and expulsion policy and procedures that the School plans to follow. 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.

ELEMENT K: 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 (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified classified staff) 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 work with the COE to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system.

Aspire will make all employer contributions as required by STRS, PERS and the federal social security. Aspire will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer.

ELEMENT L: 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)

Students who opt not to attend the School may attend other district schools or pursue an inter-district transfer 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 charter school 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 with respect to charter schools operated as nonprofit public benefit corporations under Education Code Section 47604.

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)

APS is committed to working with the OUSD in a spirit of cooperation. APS maintains a policy that it is willing to refer matters which are unable to be resolved by APS and any school district to mediation at standard cost to be shared equally by the parties (not including attorney's fees). In the event of such a dispute, APS invites the OUSD to participate in such a mediation, but APS acknowledges that the OUSD is under no obligation to do so.

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, Aspire is deemed the exclusive public school employer of the employees of the School.

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 47605(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 District. 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.

Notification to the California Department of Education and the County Office of Education

The District will send a notice of the School closure to the Charter Schools Unit at the CDE and to the Alameda 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
- 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

Parents and students of the School will be notified as soon as possible when it appears that school closure is imminent. The notification will include information on assistance in transferring the student to another appropriate school and a process for the transfer of all student records.

Parents will also be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, and other appropriate information.

Notification to Receiving Districts

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. Notice will include student names, date of birth and current grade level.

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. 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 and in compliance with Education Code section 49062 after the School closure.

Financial Close-Out

Aspire will have an independent audit of the School completed within 6 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 audit will include an accounting of all School assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. The audit will also include an accounting of all School liabilities, including any accounts receivable, loans, and unpaid staff compensation. It may also include any reductions in apportionments as a result of audit findings or other investigations. The audit will also assess 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. 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

Upon completion of the final audit, Aspire will develop a plan for the repayment of any liabilities, or the disbursement of any remaining assets of the School. To the extent feasible, any assets of the School will be liquidated to pay off any outstanding liabilities and any remaining restricted assets, such as grant funds and restricted categorical funds, will be returned to their source. This plan will be forwarded to the District within 30 days of the final audit.

If Aspire is not operating and does not plan to continue operating this School or any other schools, the corporation will be dissolved and its net assets will be transferred according to its Articles of Incorporation and Bylaws.

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 granted on February 9, 2005 and expire five years thereafter. Any amendments to School's Charter shall be made by the mutual agreement of the governing board of Aspire and the District. Aspire may present a petition to renew or 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 Education Code Section 47605 or its successors.

NOTE: Renewal petition will not be accepted prior to 270 days before charter expiration.

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 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 otherwise mutually agreed by Aspire and the District. The District and Aspire agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

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 agrees to act in good faith to notify the School in writing of any violation that may result in the revocation of the Charter and, if the violation does not constitute a severe and imminent threat to the health or safety of the pupils, to provide a reasonable opportunity to cure such a violation. In such a situation, Aspire and the District shall follow the laws and procedures in the California Education Code.

SPECIAL EDUCATION

Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special education local plan area that includes the charter school.

- California Education Code Section 47642

All students with disabilities attending Aspire will be accorded a free, appropriate and public education ("FAPE"). Disability will not be used as a criterion for non-eligibility for enrollment. Aspire will comply with all regulatory special education requirements of the California Education Code, the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other laws, regulations, and policies of civil rights enforced by the California Department of Education or the U.S. Department of Education Office of Civil Rights ("OCR"). These cooperative arrangements may include, but are not limited to, the following:

- Open communications between Aspire and the District to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with any and all applicable laws. Unless otherwise agreed, the relationship that will exist for special education between the School and the District shall be identical with other public schools in the District;
- Delivery of special education services either at the site of the School or sites maintained by the District. These arrangements may need to be developed on a case-by-case basis and reviewed and modified on a

regular basis and in coordination with applicable laws and individual education plans. All students with disabilities at the School must be able to access a full range of services and placement options, including assessment and services for students with low-incidence and severe disabilities;

- The special education funding generated by the charter school shall support the provision of special education and related services by the School and the District. These arrangements will be included in the Memorandum of Understanding between Aspire and the District.

DISTRICT IMPACT REPORT

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 description of the facilities to be used by the charter school shall specify where the school intends to locate. 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)

Facilities

The School will be located at 6200 San Pablo Avenue, Oakland, California.

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

Aspire, a 501(c)(3) nonprofit corporation, is responsible for matters of civil and financial liability resulting from the operation of the School. The District will not be liable for the debts or obligations of the School and the School will hold the District harmless from all matters of civil liability for its operation under this charter. The School shall be responsible for its own costs and attorney's fees during its operation under the charter and shall be fully liable for such costs, including those that extend beyond the term of the charter that resulted from any claims filed that were associated with the School.

Aspire assumes these responsibilities and will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies. The insurance coverage shall meet insurance standards and amounts as set forth in a certificate of insurance or other appropriate document satisfactory to the District Risk Manager and as approved during charter school operations. Aspire will be responsible for claims resulting from charter school operations that are made during or after existence of the charter school.

The School shall be responsible for all supplies and equipment that it purchased and, in the event of loss by fire, disaster, or theft, the District shall have no responsibility for such items. Further, the District shall have no responsibility for losses of student property for any reason whatsoever and the School shall hold the District fully harmless from any such losses.

Financial Statements

See Appendix H.

APPENDICES

- A. Aspire's Board of Directors, Staff, Partners, Investors, and Supporters

- B. Aspire's Articles of Incorporation

- C. Aspire's Community Complaint Procedures and Community Complaint Form

- D. Aspire's Discrimination/Harassment Complaint Procedure

- E. Aspire's Educator Evaluation

- F. The School's Emergency Preparedness and Disaster Plans (2002-2003) Template

- G. The School's Suspension and Expulsion Procedures

- H. The School's Financial Plan

- I. Aspire Language Arts Instructional Guidelines

- J. Aspire Mathematics Instructional Guidelines

Appendix A: APS Board of Directors, Staff, Partners, Investors, and Supporters

APS Board of Directors

Don Shalvey	Co-founder and C.E.O., Aspire Public Schools
Linda Darling-Hammond	Professor, Stanford University School of Education
Beth Hunkapiller	President, San Carlos School District Board
Melvin J. Kaplan	CEO, Wellington Financial Group
Michael Machado	Assemblyman, California District 17
Steven Merrill	Partner, Benchmark Capital
Steve Poizner	President, SnapTrak
John Stremple	Former Superintendent of the Dept. of Defense Schools

APS Staff

Don Shalvey, Ed.D., CEO and Founder with over thirty years of experience in public education as superintendent, principal, classroom teacher and counselor

Gloria Lee, MBA and Masters in Education, Chief Operating Officer with experience in business strategy, entrepreneurial ventures and educational organizations

Elise Darwish, Masters in Education, Chief Education Officer with experience as a teacher, administrator and curriculum coordinator

Heather Kirkpatrick, Ph.D. in Education, Secondary Education Consultant with experience in teaching at the secondary and post secondary levels and non-profit organizational development

Charles Robitaille, Director of Real Estate with over thirty years experience in commercial real estate development throughout the United States

Partners, Investors and Supporters

Aspire Public Schools has partnered with experts who serve as enormous assets in our work to build and sustain excellent schools. Co-founder Reed Hastings is the CEO of Netflix and a leader in California education policy. Governor Davis appointed Mr. Hastings to the State Board of Education. Following his appointment Mr. Hastings stepped down from his Aspire Public Schools Board of Director's seat.

Some of our other partners include:

Stanford University School of Education
National Board for Professional Teaching Standards

Oakland Community Organizations
California Associated Network of Educational Charters (CANEC)
California Small Schools Network

Some of our lead investors include:

Bill & Melinda Gates Foundation
New Schools Venture Fund
Reed Hastings & Patty Quillin
John & Ann Doerr
The Draper Foundation
Bruce & Elizabeth Dunlevie
Beth & Mike Hunkapiller
Walter S. Johnson Foundation
Steven Merrill
Steve & Carol Poizner
Bernard Lee Schwartz Foundation
Stuart Foundation
TOSA Foundation
Walton Family Foundation
California Department of Education
Anonymous (2)
K & F Baxter Family Foundation
Families for Academic Excellence
Hedco Foundation
Bob & Joanne Kagle
Sam & Margarita Kingsland
James & Rebecca Morgan Family Foundation
Peninsula Community Foundation
UPS Community Council

Some of our supporters (those who provide us with in-kind contributions) include:

Hardy Web Design
Hewlett-Packard Company
Latham and Watkins
Littler, Mendelson, Fastiff, Tichy & Mathiason
McKinsey & Company
Wilson Sonsini Goodrich & Rosati

APPENDIX B: ASPIRE'S ARTICLES OF INCORPORATION

See attached pages.

RECEIVED

BY **E** DATE **1/3/99**

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **DEC 28 1999**

UNIVERSITY PUBLIC SCHOOLS
1564 LAUREL ST
SAN CARLOS, CA 94070

Employer Identification Number:
94-3311088
DLN:
17053250027049
Contact Person:
GREGORY WOOTEN ID# 95055
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
NO

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO/CG)

UNIVERSITY PUBLIC SCHOOLS

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form

UNIVERSITY PUBLIC SCHOOLS

990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

In accordance with section 508(a) of the Code, the effective date of this determination letter is March 19, 1999.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

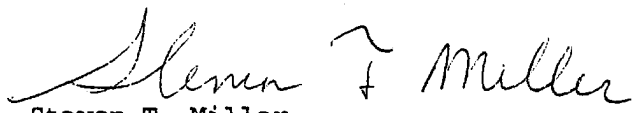
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,


Steven T. Miller
Director, Exempt Organizations



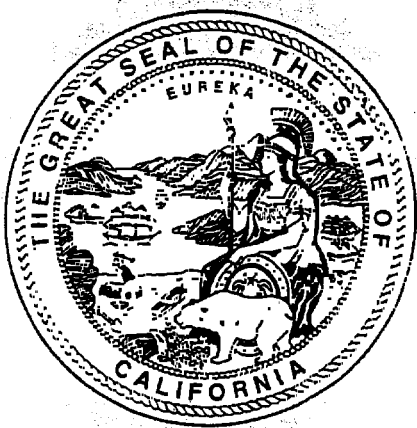
SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of *2* page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

SEP 12 2000



Bill Jones

Secretary of State

A0551743

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

SEP 8 2000

BILL JONES, Secretary of State

**CERTIFICATE OF AMENDMENT TO
ARTICLES OF INCORPORATION OF
UNIVERSITY PUBLIC SCHOOLS
A CALIFORNIA PUBLIC BENEFIT CORPORATION**

The undersigned certify that:

1. They are the Chief Executive Officer and Secretary, respectively, of University Public Schools, a California Public Benefit Corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

"The name of this Corporation is Aspire Public Schools."
3. The foregoing amendment to the Articles of Incorporation has been duly approved by the Board of Directors of this Corporation.
4. The Corporation has no members.

[Remainder of Page Intentionally Left Blank]

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 and correct of our knowledge.

Executed on *July 1*, 2000.

Don Shalvey
Don Shalvey
Chief Executive Officer



Sayed Darwish
Secretary



Internal Revenue Service

Department of the Treasury

**P. O. Box 2508
Cincinnati, OH 45201**

Date: November 14, 2000

Aspire Public Schools
% Cynthia Collins
1564 Laurel St
San Carlos, CA 94070-5115

Person to Contact:
Ms. Smith #31-07262
Customer Service Representative
Toll Free Telephone Number:
8:00 a.m. to 9:30 p.m. EST
877-829-5500
Fax Number:
513-263-3756
Federal Identification Number:
94-3311088

Dear Sir or Madam:

This is in response to the Amendment to your organization's Articles of Incorporation, filed with the state on September 8, 2000. We have updated our records to reflect the name change as indicated above.

In December 1999, we issued a letter that recognized your organization as exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information submitted with the application, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii). That classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's purposes, character, method of operations, or sources of support have changed, please let us know so we can consider the effect of the change on the organization's exempt status and foundation status.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. Your organization must comply with this revenue procedure to maintain its tax-exempt status.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, they are not automatically exempt from other federal excise taxes.

Aspire Public Schools
94-3311088

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

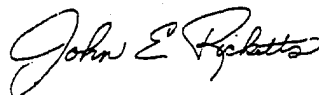
The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your organization's exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

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

This letter affirms your organization's exempt status.

Sincerely,



John E. Ricketts, Director, TE/GE
Customer Account Services

APPENDIX C: ASPIRE'S COMMUNITY COMPLAINT PROCEDURES AND COMMUNITY COMPLAINT FORM

See attached pages.



Community Complaint Procedures

The following procedures are established by Aspire Public Schools for processing complaints against employees or employee practices of the organization.

Most complaints can be resolved by informal discussions between the complainant and the employee or the employee's principal/supervisor. This formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted and must be filed no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Directions for processing complaints against employees, policies, practices, and procedures of Aspire Public Schools:

1. A person lodging a complaint against an APS employee or employee practices should meet with the principal or supervisor of the employee to discuss the problem in an attempt to reach a solution.
2. Any person who is dissatisfied with the results of such a meeting may wish to complete a **Community Complaint Form**.
3. Send the form to Aspire Public Schools, 3 Twin Dolphin Dr., Suite 200, Redwood City, CA 94065 (FAX 650-637-2062). A letter of receipt stating who will be working with you to resolve this complaint and their contact numbers will be sent to you.
4. A copy of the complaint form will be provided to the employee against whom the charge is made with a request that the employee respond in writing to the appropriate administrator within 10 working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
5. If the complaint is not resolved, the APS administrator will review the complaint and related material, interview parties, and submit findings and recommendations to the Chief Operating Officer or designee.
6. The Chief Operating Officer or designee will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 45 days, after the filing of the formal complaint.
7. If the person filing the complaint is not satisfied with the results, an appeal may be made to the Chief Executive Officer.
8. Employees impacted by use of the Community Complaint Form may choose to exercise rights given them by law or by employment agreement. Both the employee and the complaining party may have representation of their choice throughout the process.
9. If the concern is one of equity, APS recognizes the right of the complainant to file a complaint with the State Department of Education.

The following information is listed neither to encourage or discourage the filing of a complaint. Rather, it is intended to inform you of the possible outcomes of a formal complaint proceeding.

➤ I understand that the school or APS may request additional information from me regarding this matter, and I agree that I will provide such information as is available to me. I also understand that as the complainant, I may also be required to testify and be subject to cross-examination.

➤ I understand that while my requested resolution of this matter will be carefully considered, the ultimate action taken may ultimately be more or less severe than the remedy I have proposed. In serious situations, the information contained in this complaint may be used among other things as a basis for termination of an employee.

➤ If the complaint is directed toward actions of an employee, I understand that APS will give a copy of this complaint to the individual(s) about whom I have complained. The person will be given the opportunity to respond to this complaint. I will be provided with a copy of any written response.

➤ I understand that I may request to withdraw this complaint at any time. However, in the event that APS views the matters raised in this complaint as being sufficiently serious, APS may pursue this matter despite my desire not to proceed. I also understand that if any judicial proceedings arise from the matters which I have raised in this complaint, both the person I have complained about, and I, would be entitled to all rights and protections available in such judicial proceedings.



Community Complaint Form

Name: _____ Address: _____

Telephone #: (day) _____ (evening) _____

1. Who is your complaint against?

School/Department: _____ Position: _____

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 D: ASPIRE'S DISCRIMINATION/HARASSMENT POLICY AND COMPLAINT PROCEDURE

See attached pages.



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 Public Schools (“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 proscribes 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 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 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.

APPENDIX E: ASPIRE'S EDUCATOR EVALUATION

Aspire Public Schools Educator evaluation

The APS educator evaluation criteria are based on the criteria for National Board Certification.

Criteria	Score (1-3)	Comments & Suggestions
1. Commitment to students and learning		
<ul style="list-style-type: none">• Demonstrates knowledge of cognitive development and different learning styles• Considers the whole student, including interests and cultural heritage• Creates a culture of respect and equity• Creates a culture of high expectations for learning		
2. Knowledge of subject matter		
<ul style="list-style-type: none">• Knows how the subject is organized and linked• Designs coherent instruction (including activities, materials, resources)• Uses subject-specific instruction techniques		
3. Skill in management of learning		
<ul style="list-style-type: none">• Organizes and manages classroom procedures, including physical environment, groups, transitions, materials• Manages student behavior• Uses a breadth of instructional techniques effectively• Assesses student growth consistently and in accordance with instructional goals and standards• Engages students in learning• Provides constructive, timely, substantive feedback• Is flexible and responsive• Maintains accurate student records		
4. Reflection		
<ul style="list-style-type: none">• Reflects on practices accurately• Uses reflections to modify future teaching• Is open to coaching and critique		
5. Community-oriented		
<ul style="list-style-type: none">• Collaborates with other teachers• Communicates with parents about individual students• Collaborates with parents in instructional program• Uses community resources when appropriate		

Score: 1 = below standard; 2 = meets standard; 3 = exceeds standard

Overall
rating:

1 2 3

Strengths:

- 1.
- 2.
- 3.

Development areas:

- 1.
- 2.
- 3.

We have reviewed this performance evaluation.

Evaluator

Date

Educator

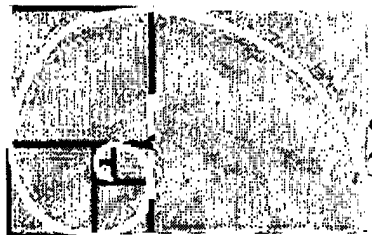
Date

**APPENDIX F: THE SCHOOL'S EMERGENCY PREPAREDNESS AND DISASTER PLANS (2002-2003)
TEMPLATE**

See attached pages.

Emergency Preparedness and Disaster Plans

(2002-2003)



Aspire Public Schools

(Insert school name here)

Insert Address

City, CA Zip

(xxx) xxx-xxx

Principal (Insert Name)

Table of Contents

Emergency Phone Numbers	2
Emergency Preparedness	3
Alert Signals	4
Staff Responsibilities	5
General Roles & Procedures	6
First Aid	6
General Disaster Plans	7
Fire	7
Earthquake	7
Flood/ Severe Weather	7
Electrical Failure	7
Gas Line Break	8
Water Main Break	8
Water Contamination	8
Chemical Spill/ Incident	8
Lockdown/ Shooting Incident	9
Bomb Threat	9
Explosion	10
Death/ Suicide	10
Intruder/ Vicious Animal	10
Child Abuse	11
Sexual Harassment	11
School Map/ Emergency Exit Plans	12
Media Press Release Template	13

Emergency Phone Numbers

Police* Fire* Ambulance*	911
Police (non-emergency)	
County Office of Emergency Services*	
State Warning Center*	800-852-7550
National Response Center	800-424-8802
Emergency	
Children's Hospital	
Clinic/Hospital # 1	
Clinic/Hospital # 2	
County Medical Clinic	
Chemtrec Emergency Response Info Service	800-424-9300
Local Poison Control Center	
Local Child Protective Services	
APS Corporate Headquarters	650-637-2060

*Notify these agencies in the event of release or threatened release of hazardous materials.

Emergency Preparedness

Every school should have emergency preparedness procedures and every office should have a current copy handy. This information should be discussed before school starts, ideally at an all school staff meeting just when the teachers return to duty. It may even help to make it a point to discuss this again over the course of the school year for new staff and as a general reminder.

It is the principal's responsibility to schedule emergency drills throughout the year. The Office Manager may be asked to help out. Those drills are:

Fire Drill: At least once a month, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building. A record is kept of the date and hour of each fire drill.

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. A record is kept of the date and time of the drills.

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.

The signals are:

Emergency Preparedness: Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is essential if we are to provide maximum protection for students and school staff. In order to be better prepared, it is imperative that emergency plans be current and the staff, students and parents 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.

Emergency Preparedness: Staff Responsibilities

In the event of a disaster or civil defense alert, the following responsibilities will be fulfilled:

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.

Aids, 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 (will ensure the following emergency supplies are stored):

Student Emergency Pockets (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 Preparedness: General Roles & 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. _____ or _____ calls 911.
4. _____ or _____ notifies APS headquarters (650-637-2060).
5. Principal or _____ meets with emergency crews.
6. _____ ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to _____.
7. _____ ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to _____.
8. _____ ensures the cafeteria and gym are empty.
9. _____ and _____ 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. _____ and _____ will direct students who need first aid to _____.
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, _____ 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 _____ will coordinate that effort.
16. In the case that media coverage is an issue, Principal and _____ will control and organize press releases and media requests.

First Aid

The First Aid area is located _____

The First Aid team will consist of _____

General Disaster Plans

Whenever we have any type of disaster, the first concern is for the safety of the students. We must realize that all APS employees are disaster service workers subject to such disaster activities that may be assigned by your supervisor by law. Here are general guidelines to assist you in a variety of disaster situations:

Fire

- Principal, custodians and/or office manager will determine the location of the fire.
- 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.
- Custodian or principal sounds the fire alarms.
- Staff to follow emergency procedures on page 6.
- Students should leave the room in a single file, walk briskly but carefully, stay in their class group when they reach their designated spot.

Fire drills should be held 5 times per year. The evacuation time and smoothness of procedures should be evaluated.

Earthquake

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover and be prepared to move with it.
- Hold the position until the ground stops shaking.
- When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
- Staff to follow emergency procedures on page 6.

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Be prepared to duck and cover again due to after shocks.
- Staff to follow emergency procedures on page 6.

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center (page 2). 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 on page 6 for evacuation directions.

General Disaster Plans (cont.)

Electrical Failure

- Principal and/or custodian notify the electrical company (PG&E) at 800-743-5000.
- 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

- Principal and/or custodian notify PG&E at 800-743-5000.
- Principal and/or custodian notify the Fire Department.
- Staff to follow the emergency procedures on page 6.

Water Main Break

- Principal and/or custodian notifies the water department at
- Custodian shuts off water.
- Principal or notifies the police.
- Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination

- Instruct teachers to move students away from drinking fountains and sinks.
- Notify school office and APS headquarters (650-637-2060).
- Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

- Block or rope off area - DO NOT TOUCH ANYTHING.
- Evacuate room and TURN OFF air conditioning system.
- Notify school office and Head Custodian of the incident - contact 911 if necessary.
- Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

- Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
- Move away from buildings, poles and overhead wires.
- Close doors and windows and TURN OFF air conditioning system.
- If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
- Give first aid.
- Staff to follow the emergency procedures on page 6.

General Disaster Plans (cont.)

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:

- Teachers close and lock all classroom doors and windows immediately.
- Teachers take roll.
- Teachers calmly direct students to duck under their desks.
- Principal calls 911.
- Principal _____ and _____ ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Office personnel close and lock all office doors and windows immediately.
- Nobody leaves their secure sites until emergency crew members escort them to safety.
- _____ and _____ will control and organize media.
- _____ will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two 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:

- Notify Principal immediately.
- 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:

- Notify Principal immediately.
- Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:

- If Principal determines to evacuate, staff follows emergency procedures on page 6.
- Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
- 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.
- Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

General Disaster Plans (cont.)

Explosion

If indoors:

- All drop down to the floor and duck and cover.
- Turn away from the windows.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the cover.
- Hold the position until directed to the building.
- Staff to follow the emergency procedures on page 6.

If outdoors:

- Move away from buildings, poles and overhead wires.
- Lie down or crouch low to the ground.
- Look out for dangers that demand movement.
- Staff to follow emergency procedures of page 6.

Death/Suicide

- Principal will be notified in the event of a death or suicide on campus.
- _____ will phone 911.
- _____ will phone APS headquarters (650-637-2060).
- Principal will notify teachers to keep students in their classrooms until informed otherwise.
- _____ and _____ will control and organize media.
- _____ and _____ will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- _____ will ensure that counseling services are available as soon as possible.

Intruders/ Vicious Animals

- 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).
- Administration should initiate a code to alert staff of a potential suspicious intruder.
- Keep the students in the classroom until the threat is cleared.
- Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
- Notify office of who is with you, if possible.
- All students outside of the building are to be quietly and cautiously led into the building.
- Wait for further instructions from administration and/or police/animal agency.

General Disaster Plans (cont.)

Child Abuse

If any staff member suspects physical or emotional neglect or willful cruelty is being inflicted on a child by another person, the staff member is mandated to report the suspected incident to a child protective agency by telephone and written report. The phone call must be made immediately. The written report must be sent within 36 hours of the phone call.

Information for the County's Children's Protective Services office is:

Address

Phone:

If it is suspected that a child is abandoned, in immediate danger, or in need of medical care, the police should be contacted immediately.

The school site will offer an in-service on mandated child abuse laws and requirements to all staff in 2002-2003 and to new staff each year thereafter.

Sexual Harassment (*Student or Staff*)

Sexual harassment includes:

- Any unwanted or unwelcome verbal, visual or physical sexual advances
- A request for any sexually related act
- Unwelcome sexual slurs, threats, derogatory comment or sexually degrading descriptions
- Sexual jokes, stories, drawing, objects, pictures, gestures, rumors
- Touching a person's clothes or body in a sexual way

Actions:

- Any concerns regarding sexual harassment by students or staff are referred to a teacher or the Principal.
- Principal notifies APS.
- The incident is investigated according to the procedures outlined in the APS Employee Handbook and/or the School's sexual harassment policy and procedures.
- If the offense involves a student, Child Protective Services must be notified at

School Map and Emergency Exit Plans

Insert here

Media Press Release Template

Describe the Event/ Activity

Date:

Time:

Location:

What is happening?

Who is involved?

Describe Why the Event/ Activity is Significant

Why should the community know about the event/activity?

Persons and/or agencies to contact for more information:

Phone number(s) to call:

APPENDIX G: THE SCHOOL'S SUSPENSION AND EXPULSION PROCEDURES

Introduction

Aspire Public Schools ("APS") believes that one of the major functions of education is the preparation of youth for responsible citizenship. APS shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, APS shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

In order to maintain an environment that will prepare APS students for responsible citizenship, APS has developed and adopted the policies and procedures set forth in this Student Discipline Handbook. This Handbook is designed to guide APS 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 APS charter petitions, the policies and procedures for suspension and expulsion of APS students set forth in this Handbook 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 race, creed, color, sex, or any other prohibited classification.

Suspension

Definition: 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 APS 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 APS Board of Directors – Executive Committee (“APS 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 APS 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:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. 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 APS 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 terrorist 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).

Procedures in Cases Requiring Suspension

Step One: The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

Searches: In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/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 that may be injurious to the student or others. *Illegally possessed items shall be confiscated and turned over to the police.*

Step Two: The school site administrator determines the appropriate length of the suspension (up to five school days). *Note:* A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

Step Three: Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal pre-suspension conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone. In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

Step Four: School site administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the APS home office and placed in the student's cumulative file at the school site.

Step Five: School site administrator determines whether the offense warrants a police report. State law requires that APS report certain offenses to law enforcement authorities (Ed. Code 48902). If so, the police are called as soon as possible. In addition to the offenses listed under "Grounds for Suspension and Expulsion" that require a police report, school personnel are required, by law, to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury. (Ed. Code 48902)
- A non-accidentally inflicted physical injury upon a minor student by another student which requires medical attention beyond the level of school-applied first aid. (Penal Code 11166)

- A non-accidentally inflicted physical injury by any person upon any minor which requires any medical attention. A report must be made to police or a child protection agency. (Penal Code 11166)
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency. (Penal Code 11166)
- An attack or assault on, or the menacing of, any school employee by a student. (Ed. Code 44014)
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel. (Ed. Code 48900(c))
- Acts of school misconduct in violation of court imposed conditions on probation. (Ed. Code 48267)
- Truancy of any student under court ordered mandatory attendance.

Step Six: The school site administrator informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three years after receiving such notification or from the time the student returns to the school (Ed. Code 49079).

Step Seven: The school administrator may require the student and his/her parent or guardian to sign a contract that states the conditions that the student is expected to meet while at the school. Copies of the signed contract are kept by the school site, the student and parent or guardian and the APS home office.

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 APS and should be directed to the Chief Executive Officer or the Chief Executive Officer's designee for resolution with a written response within fifteen (15) school days.

After appeal at the APS administrative level, if further review is desired, the appeal may be forwarded to the APS 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

Definition: Expulsion is the involuntary removal of a student from all schools and programs of APS 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 APS Board of Directors – Executive Committee ("APS Executive Committee").

In the event that a student is recommended for expulsion from APS, 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. APS will follow all due process procedures for Special Education students included in this Handbook 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 APS 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 APS Executive Committee's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses include:

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 APS Executive Committee **must expel** the student.

- Possessing, selling or otherwise furnishing a firearm when an APS 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 APS 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, APS 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).)

Procedures in Cases Requiring the Extension of Suspension and/or Expulsion

Step One: School site administrator investigates an incident and determines whether the offense results in a suspension. If so, the administrator follows the procedures to suspend the student outlined above.

Step Two: A meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent or guardian are invited to attend this meeting with the Chief Executive Officer ("CEO") of Aspire or the CEO's designee. School site administrators or teachers may also be present.

At this meeting the offense and repercussions are discussed. An extension of the suspension may be granted only if the CEO or the CEO's designee has determined that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed and understood by all parties.

Step Three: A letter from APS is sent to the student and parent or guardian regarding the expulsion hearing. This letter notifies the student and parent or guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing as provided under Ed. Code 48918.

The expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardian request a postponement.

Step Four: The school site administrator files papers that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: A record of student attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness.

Step Five: The student and his/her advocate prepare their presentation to the expulsion hearing board and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the expulsion hearing.

Step Six: An expulsion hearing is held. The hearing will follow the procedures identified in Ed. Code 48918. This hearing cannot be held within less than ten days from when the letter in Step Three is mailed in order to give the student and his/her advocate time to prepare for the hearing unless the student and family/guardian waive their rights to ten days' notice.

Instead of conducting the expulsion hearing itself, the APS Executive Committee may appoint a Discipline Review Board consisting of three or more certificated

persons, none of whom is a member of the APS Board of Directors or employed on the staff of the school in which the pupil is enrolled, to hear the case or the APS Executive Committee may contract with the county hearing officer to hear the case. A record of the hearing will be made and, if necessary, a translator will be present at the expulsion hearing.

Step Seven: Within three schooldays after the hearing, the county hearing officer or Discipline Review Board shall determine whether to recommend the expulsion of the pupil to the APS Executive Committee.

If the county hearing officer or Discipline Review Board decides not to recommend expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to a classroom instructional program, any other instructional program, a rehabilitation program, or any combination of these programs. The decision not to recommend expulsion shall be final.

Step Eight: If the county hearing officer or Discipline Review Board recommends expulsion, findings of fact in support of the recommendation shall be prepared and submitted to the APS Executive Committee. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.

Step Nine: The APS Executive Committee meets and decides whether or not to approve the county hearing officer or Discipline Review Board's recommendations. If the governing board accepts the recommendation calling for expulsion, acceptance shall be based either upon a review of the findings of fact and recommendations submitted by the county hearing officer or Discipline Review Board or upon the results of any supplementary hearing conducted pursuant to Ed. Code 48918 that the APS Executive Committee may order.

The decision of the APS Executive Committee to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings.

An alternative school placement for the student will be arranged if the student is expelled for any length of time.

Step Ten: The county hearing officer, Discipline Review Board, or APS Executive Committee may require the student and his/her parent or guardian to sign a contract that states the conditions that the student must meet in order to remain or be re-admitted to the school. Copies of the signed contract are kept by the school site, the student and parent or guardian and the APS home office.

The student's compliance with the contract is reviewed periodically by a school administrator.

Steps to Appeal: All decisions to expel are final, but may be appealed to the County Board of Education. The appeal process is enumerated in Education Code Section 48919 and a statement of rights is given in writing to parents for students that have been expelled.

STUDENT DISCIPLINE AND IDEA

Aspire will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Plan ("IEP") that includes disciplinary guidelines, that student will be disciplined according to these guidelines. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies listed above.

APPENDIX H: THE SCHOOL'S FINANCIAL PLAN

Attached are the financial documents.

REVENUE ASSUMPTIONS

Enrollment	Count	ADA	subtotals	Revenue Limit
Kindergarten	60	57		K-3 4,834 Avg Rev Limit 5,159
1st grade	60	57		4-6 4,806 In-Lieu per ada 2,580
2nd grade	60	57		7-8 5,044 In Lieu % 50%
3rd grade	60	57	228 K-3	9-12 5,854
4th grade	56	53		COLA
5th grade	56	53		State aid 50% 2,796
6th grade	-	-	106 4-6	Local in-lieu 50%
7th grade	-	-		Attendance 95%
8th grade	-	-	- 7-8	F/R lunch 75% School Days 185
9th grade	-	-		ELL and F/R Kids 67
10th grade	-	-		
11th grade	-	-		
12th grade	-	-	- 9-12	
Total Enrollment	352	334		

OBJECT	Account	Amount	Restricted Categoricals							TOTAL	
			Operating General .01.0000	Lottery Restricted	Standards Based Inst	Library	Title I	Title II	Title IV		Title V
REVENUE LIMIT - STATE AID											
K-3		2,417	551,086								551,086
4-6		2,453	260,998								260,998
7-8		2,522	0								0
9-12		2,927	0								0
State Aid Subtotal			812,084	0	0	0	0	0	0	0	812,084
Supplemental (Hourly)	5	3.63	48,492								48,492
Supplemental Subtotal			48,492	0	0	0	0	0	0	0	48,492
TOTAL REVENUE LIMIT	8011		860,576	0	0	0	0	0	0	0	860,576
FEDERAL REVENUE											
Title I		478					126,075				126,075
Title II		53						14,099			14,099
Title IV		14							3,796		3,796
Title V										3,889	3,889
Name											0
TOTAL FEDERAL REVENUE	8100		0	0	0	0	126,075	14,099	3,796	3,889	147,858
OTHER STATE REVENUES											
Class Size Reduction											
Half-Day		0	0								0
Full-Day		948	216,126								216,126
Total Class Size Reduc	8434		216,126	0	0	0	0	0	0	0	216,126
Categorical Block Grant											
K-3		263	59,944								59,944
4-6		263	27,974								27,974
7-8		263	0								0
9-12		263	0								0
EDS		112	7,545								7,545
Total Categorical Block	8480		95,463	0	0	0	0	0	0	0	95,463
Lottery											
Unrestricted		13,250	36,700								36,700
Restricted		1,100	4,431								4,431
Total Lottery			36,700	4,431	0	0	0	0	0	0	41,131
TOTAL OTHER STATE	8500		348,289	4,431	0	0	0	0	0	0	352,720
LOCAL REVENUE											
In-Lieu of Prop Tax											
K-3		2,417	551,086								551,086
4-6		2,453	260,998								260,998
7-8		2,522	0								0
9-12		2,927	0								0
Total In-Lieu of Prop Tax	8620		812,084	0	0	0	0	0	0	0	812,084
TOTAL LOCAL REVENUE	8600		812,084	0	0	0	0	0	0	0	812,084

REVENUE ASSUMPTIONS

Enrollment	Count	ADA	subtotals	Revenue Limit
Kindergarten	60	57		K-3 4,960
1st grade	60	57		4-6 5,234
2nd grade	60	57		7-8 5,234
3rd grade	60	57	228 K-3	9-12 5,234
4th grade	56	53		
5th grade	56	53		
6th grade	-	-	106 4-6	State aid 50%
7th grade	-	-		Local in-lieu 50%
8th grade	-	-	- 7-8	Attendance 95%
9th grade	-	-		F/R lunch 75%
10th grade	-	-		
11th grade	-	-		
12th grade	-	-	- 9-12	ELL and F/R Kids 67%
Total Enrollment	352	334		

OBJECT	Account	Amount	Restricted Categoricals							TOTAL
			Operating General	Lottery Restricted	Standards Based Inst	Library	Title I	Title II	Title IV	
REVENUE LIMIT - STATE AID										
K-3		2,480	565,414							565,414
4-6		2,517	267,784							267,784
7-8		2,587	0							0
9-12		3,003	0							0
State Aid Subtotal			833,198	0	0	0	0	0	0	833,198
Supplemental (Hourly)	5	3,72	49,753							49,753
Supplemental Subtotal			49,753	0	0	0	0	0	0	49,753
TOTAL REVENUE LIMIT	8011		882,951	0	0	0	0	0	0	882,951
FEDERAL REVENUE	8100									
Title I		490					129,352			129,352
Title II		55						14,465		14,465
Title IV		15							3,894	3,894
Title V										3,889
Name										0
TOTAL FEDERAL REVI	8100		0	0	0	0	129,352	14,465	3,894	3,889
151,601										
OTHER STATE REVENUES										
Class Size Reduction	8434									
Half-Day		0	0							0
Full-Day		973	221,745							221,745
Total Class Size Reduc	8434		221,745	0	0	0	0	0	0	221,745
Categorical Block Grant	8480									
K-3		270	61,502							61,502
4-6		270	28,701							28,701
7-8		270	0							0
9-12		270	0							0
EDS		115	7,741							7,741
Total Categorical Block	8480		97,945	0	0	0	0	0	0	97,945
Lottery	8560									
Unrestricted		13,500	36,617							36,617
Restricted		13,500	0	4,514						4,514
Total Lottery			36,617	4,514	0	0	0	0	0	41,131
All Other State	8590									
Standards Based Inst Mat		0.0	0							0
Staff Devp Buy Back		0.0	0							0
K-12 Library Funding		0.0	0				0			0
Name		0.0	0							0
Total All Other State	8590		0	0	0	0	0	0	0	0
TOTAL OTHER STATE	8500		356,307	4,514	0	0	0	0	0	360,821
LOCAL REVENUE										
Donations	8615									
Name			0							0
Name			0							0
Total Donations	8615		0	0	0	0	0	0	0	0
In-Lieu of Prop Tax	8620									
K-3		2,480	565,414							565,414
4-6		2,517	267,784							267,784
7-8		2,587	0							0
9-12		3,003	0							0
Total In-Lieu of Prop Tax	8620		833,198	0	0	0	0	0	0	833,198
TOTAL LOCAL REVENUE	8600		833,198	0	0	0	0	0	0	833,198

REVENUE ASSUMPTIONS

Enrollment	Count	ADA	subtotals	Revenue Limit
Kindergarten	60	57		K-3 5,034 Avg Re. Limit 5,436
1st grade	60	57		1-4 5,165 State aid 2,718
2nd grade	60	57		5-8 5,314 State aid % 50%
3rd grade	60	57	228 K-3	9-12 5,165 COLA
4th grade	56	53		State aid 2,774
5th grade	56	53		Local in-lieu 2,774
6th grade	-	-	106 4-6	
7th grade	-	-		
8th grade	-	-	- 7-8	Attendance 95%
9th grade	-	-		
10th grade	-	-		F/R lunch 75%
11th grade	-	-		
12th grade	-	-	- 9-12	ELL and F/R Kids 67
Total Enrollment	352	334		

OBJECT	Account	Amount	Restricted Categoricals							TOTAL
			Operating General .01.0000	Lottery Restricted	Standards Based Inst	Library	Title I	Title II	Title IV	
REVENUE LIMIT - STATE AID										
	K-3	2,547	580,681							580,681
	4-6	2,585	275,014							275,014
	7-8	2,657	0							0
	9-12	3,084	0							0
	State Aid Subtotal		855,695	0	0	0	0	0	0	855,695
	Supplemental Library	5 3,52	51,096							51,096
	Supplemental Subtotal		51,096	0	0	0	0	0	0	51,096
	TOTAL REVENUE LIMIT	8011	906,791	0	0	0	0	0	0	906,791
FEDERAL REVENUE										
	8100									
	Title I	503				132,845				132,845
	Title II	56					14,856			14,856
	Title IV	15						4,000		4,000
	Title V								3,889	3,889
	CDE Grant Name									0
	TOTAL FEDERAL REVI	8100	0	0	0	132,845	14,856	4,000	3,889	155,589
OTHER STATE REVENUES										
Class Size Reduction										
	8434									
	Half-Day	0	0							0
	Full-Day	999	227,732							227,732
	Total Class Size Reduc	8434	227,732	0	0	0	0	0	0	227,732
Categorical Block Grant										
	8480									
	K-3	277	63,163							63,163
	4-6	277	29,476							29,476
	7-8	277	0							0
	9-12	277	0							0
	EDS	118	7,950							7,950
	Total Categorical Block	8480	100,589	0	0	0	0	0	0	100,589
Lottery										
	8560									
	Unrestricted	109.3	36,533							36,533
	Restricted	13.8	4,598	4,598						4,598
	Total Lottery		36,533	4,598	0	0	0	0	0	41,131
All Other State										
	8590									
	Standards Based Inst Mat	0.0	0			0				0
	Staff Devp Buy Back	0.0	0							0
	K-12 Library Funding	0.0	0			0				0
	Name	0.00	0							0
	Total All Other State	8590	0	0	0	0	0	0	0	0
	TOTAL OTHER STATE	8500	364,855	4,598	0	0	0	0	0	369,453
LOCAL REVENUE										
Donations										
	8615									
	Name									0
	Name									0
	Total Donations	8615	0	0	0	0	0	0	0	0
In-Lieu of Prop Tax										
	8620									
	K-3	2,547	580,681							580,681
	4-6	2,585	275,014							275,014
	7-8	2,657	0							0
	9-12	3,084	0							0
	Total In-Lieu of Prop Tax	8620	855,695	0	0	0	0	0	0	855,695

OBJECT	Account	Amount	Operating General	Lottery Restricted	Standards Based Inst	Library	Title I	Title II	Title IV	Title V	TOTAL
TOTAL LOCAL REVEN	8600		855,695	0	0	0	0	0	0	0	855,695

REVENUE ASSUMPTIONS

Enrollment	Count	ADA	subtotals	Revenue Limit
Kindergarten	60	57		K-3 5,236 A.g Re. Limit 5,589
1st grade	60	57		4-6 5,314 Local in-lieu 2,794
2nd grade	60	57		7-8 5,461 In-lieu % 50%
3rd grade	60	57	228 K-3	9-12 6,351
4th grade	56	53		COLA
5th grade	56	53		State aid 50% 2.8%
6th grade	-	-	106 4-6	Local in-lieu 50%
7th grade	-	-		Attendance 95%
8th grade	-	-	- 7-8	F/R lunch 75%
9th grade	-	-		
10th grade	-	-		
11th grade	-	-		
12th grade	-	-	- 9-12	ELL and F/R Kids 67%
Total Enrollment	352	334		

OBJECT	Account	Amount	Operating General	Lottery Restricted	Standards Based Inst	Restricted Categoricals					TOTAL	
						Library	Title I	Title II	Title IV	Title V		
REVENUE LIMIT - STATE AID												
	K-3	2,618	596,940									596,940
	4-6	2,657	282,715									282,715
	7-8	2,732	0									0
	9-12	3,170	0									0
	State Aid Subtotal		879,654	0	0	0	0	0	0	0	0	879,654
	Supplemental (Hourly)	5 3.93	52,527									52,527
	Supplemental Subtotal		52,527	0	0	0	0	0	0	0	0	52,527
	TOTAL REVENUE LIMIT	8011	932,181	0	0	0	0	0	0	0	0	932,181
FEDERAL REVENUE												
	8100											
	Title I	517					136,565					136,565
	Title II	58						15,272				15,272
	Title IV	16							4,112			4,112
	Title V										3,889	3,889
	CDE Grant Name											0
	TOTAL FEDERAL REVI	8100	0	0	0	0	136,565	15,272	4,112	3,889	0	159,837
OTHER STATE REVENUES												
Class Size Reduction												
	8434											
	Half-Day	0	0									0
	Full-Day	1,027	234,109									234,109
	Total Class Size Reduc	8434	234,109	0	0	0	0	0	0	0	0	234,109
Categorical Block Grant												
	8480											
	K-3	285	64,932									64,932
	4-6	285	30,301									30,301
	7-8	285	0									0
	9-12	285	0									0
	EDS	121	8,173									8,173
	Total Categorical Block	8480	103,406	0	0	0	0	0	0	0	0	103,406
Lottery												
	8560											
	Unrestricted	1380	36,450									36,450
	Restricted	140		4,682								4,682
	Total Lottery		36,450	4,682	0	0	0	0	0	0	0	41,131
All Other State												
	8590											
	Standards Based Inst Mat	0.0			0							0
	Staff Devp Buy Back	0.0			0							0
	K-12 Library Funding	0.0			0							0
	Name	0.00			0							0
	Total All Other State	8590	0	0	0	0	0	0	0	0	0	0
	TOTAL OTHER STATE	8500	373,964	4,682	0	0	0	0	0	0	0	378,646
LOCAL REVENUE												
Donations												
	8615											
	Name											0
	Name											0
	Total Donations	8615	0	0	0	0	0	0	0	0	0	0
In-Lieu of Prop Tax												
	8620											
	K-3	2,618	596,940									596,940
	4-6	2,657	282,715									282,715
	7-8	2,732	0									0
	9-12	3,170	0									0
	Total In-Lieu of Prop Tax	8620	879,654	0	0	0	0	0	0	0	0	879,654

OBJECT	Account	Amount	Operating. General	Lottery. Restricted	Standards. Based Inst	Library	Title I	Title II	Title IV	Title V	TOTAL
TOTAL LOCAL REVEN	8600		879,654	0	0	0	0	0	0	0	879,654

OBJECT	Account	PY salary	3.00% increase	Operating General	TOTAL
CERTIFICATED					
Teacher Salaries 1100					
K/1 Teacher-Lead	12	60,000	-	60,000	60,000
K/1 Teacher - Experienced (BA + 60)	12	50,000	-	50,000	50,000
K/1 Teacher - Experienced	12	45,000	-	45,000	45,000
K/1 Teacher - Experienced	12	45,000	-	45,000	45,000
K/1 Teacher - New	12	40,000	-	40,000	40,000
K/1 Teacher - New	12	40,000	-	40,000	40,000
2/3 Teacher-Lead	12	60,000	-	60,000	60,000
2/3 Teacher - Experienced (BA + 60)	12	50,000	-	50,000	50,000
2/3 Teacher - Experienced	12	45,000	-	45,000	45,000
2/3 Teacher - Experienced	12	45,000	-	45,000	45,000
2/3 Teacher - New	12	40,000	-	40,000	40,000
2/3 Teacher - New	12	40,000	-	40,000	40,000
4/5 Teacher-Lead	12	60,000	-	60,000	60,000
4/5 Teacher - Experienced (BA + 60)	12	50,000	-	50,000	50,000
4/5 Teacher - Experienced	12	45,000	-	45,000	45,000
4/5 Teacher - New	12	40,000	-	40,000	40,000
6/7 Teacher-Lead	12	-	-	-	-
6/7 Teacher - Experienced (BA + 60)	12	-	-	-	-
6/7 Teacher - Experienced	2	-	-	-	-
6/7 Teacher - New	12	-	-	-	-
3 Teacher - Lead	12	-	-	-	-
4 Teacher - Experienced	12	-	-	-	-
4 Teacher - New	12	-	-	-	-
Specialty Teacher	2	-	-	-	-
Total Teacher Salaries	1100	755,000	16	755,000	755,000
Teacher Stipends 1115					
days *\$ per teacher		5	150	12,000	12,000
Lead Teacher Stipends				7,500	7,500
Name					
Total Teacher Stipends	1115			19,500	19,500
Substitutes 1119					
days *\$ per teacher		10	150	24,000	24,000
Name					
Total Substitutes	1119			24,000	24,000
Pupil support salaries 1200					
Literacy Teacher	12	60,000	-	60,000	60,000
Name	12				
Total Pupil Support	1200	60,000	1	60,000	60,000
Administrators 1300					
Principal (K-8)	12	90,000	-	90,000	90,000
Assistant Principal	12				
Name	12				
Total Administrators	1300	90,000	1	90,000	90,000
TOTAL CERTIFICATED	1000		18	948,500	948,500
CLASSIFIED					
Clerical 2400					
Office Manager	12	38,000	-	38,000	38,000
*Office Assistant (Part Time)	12	28,000	-	28,000	28,000
Name	12				
Name	12				
Total Clerical	2400	66,000	2	66,000	66,000
Other 2900					
Building Manager	12	30,000	-	30,000	30,000
* Noon Duty	12	10,000	-	10,000	10,000
* Noon Duty	12	8,000	-	8,000	8,000
* Noon Duty	12	8,000	-	8,000	8,000
* Noon Duty	12	8,000	-	8,000	8,000
Name	12				
Total Other	2900	64,000	5	64,000	64,000
TOTAL CLASSIFIED	2000		7	130,000	130,000
		Total Count:	25		
BENEFITS					
STRS 3100					
Certificated			8.25%	76,271	76,271
Classified			0.00%		
Total STRS				76,271	76,271
PERS 3200					
Certificated			0.00%		
Classified			0.00%	12,938	12,938

OBJECT	Account	PY salary	3.00%	Operating General	TOTAL
Total PERS				12,938	12,938
OASDI/Medicare	3300			13,753	13,753
				9,945	9,945
Total OASDI/Medicare				23,698	23,698
Health & Welfare	3400				
Certificated			4,500	81,000	81,000
Classified			4,500	31,500	31,500
Total HW				112,500	112,500
Unemployment Insurance	3500				
Workers Comp	3600				
Other Benefits	3900				
Total Other Benefits				5,000	5,000
TOTAL BENEFITS				301,490	301,490

OBJECT	Account	PY salary	3.00% increase	Operating General	TOTAL
CERTIFICATED					
Teacher Salaries 1100					
K/1 Teacher-Lead	12	60,000	1,800	61,800	61,800
K/1 Teacher - Experienced (BA + 60)	12	50,000	1,500	51,500	51,500
K/1 Teacher - Experienced	12	45,000	1,350	46,350	46,350
K/1 Teacher - Experienced	12	45,000	1,350	46,350	46,350
K/1 Teacher - New	12	40,000	1,200	41,200	41,200
K/1 Teacher - New	12	40,000	1,200	41,200	41,200
2/3 Teacher-Lead	12	60,000	1,800	61,800	61,800
2/3 Teacher - Experienced (BA + 60)	12	50,000	1,500	51,500	51,500
2/3 Teacher - Experienced	12	45,000	1,350	46,350	46,350
2/3 Teacher - Experienced	12	45,000	1,350	46,350	46,350
2/3 Teacher - New	12	40,000	1,200	41,200	41,200
2/3 Teacher - New	12	40,000	1,200	41,200	41,200
4/5 Teacher-Lead	12	60,000	1,800	61,800	61,800
4/5 Teacher - Experienced (BA + 60)	12	50,000	1,500	51,500	51,500
4/5 Teacher - Experienced	12	45,000	1,350	46,350	46,350
4/5 Teacher - New	12	40,000	1,200	41,200	41,200
6/7 Teacher-Lead	12	-	-	-	-
6/7 Teacher - Experienced (BA + 60)	12	-	-	-	-
6/7 Teacher - Experienced	12	-	-	-	-
6/7 Teacher - New	12	-	-	-	-
8 Teacher - Lead	12	-	-	-	-
8 Teacher - Experienced	12	-	-	-	-
8 Teacher - New	12	-	-	-	-
Specialty Teacher	12	35,000	-	35,000	35,000
Total Teacher Salaries	1100	790,000	17	812,650	812,650
Teacher Stipends 1115					
days *S per teacher		5	150	12,750	12,750
Lead Teacher Stipends				7,500	7,500
Name				-	-
Total Teacher Stipends	1115			20,250	20,250
Substitutes 1119					
days *S per teacher		10	150	25,500	25,500
Name				-	-
Total Substitutes	1119			25,500	25,500
Pupil support salaries 1200					
Literacy Teacher	12	60,000	1	61,800	61,800
Name	12	-	-	-	-
Total Pupil Support	1200	60,000	1	61,800	61,800
Administrators 1300					
Principal (K-8)	12	90,000	2,700	92,700	92,700
Assistant Principal	12	-	-	-	-
Name	12	-	-	-	-
Name	12	-	-	-	-
Total Administrators	1300	90,000	1	92,700	92,700
TOTAL CERTIFICATED	1000		19	1,012,900	1,012,900
CLASSIFIED					
Clerical 2400					
Office Manager	12	38,000	1,140	39,140	39,140
*Office Assistant (Part Time)	12	28,000	840	28,840	28,840
Name	12	-	-	-	-
Name	12	-	-	-	-
Total Clerical	2400	66,000	2	67,980	67,980
Other 2900					
Building Manager	12	30,000	900	30,900	30,900
* Noon Duty	12	10,000	300	10,300	10,300
* Noon Duty	12	8,000	240	8,240	8,240
* Noon Duty	12	8,000	240	8,240	8,240
* Noon Duty	12	8,000	240	8,240	8,240
Name	12	-	-	-	-
Total Other	2900	64,000	5	65,920	65,920
TOTAL CLASSIFIED	2000		7	133,900	133,900
Total Count: 26					
BENEFITS					
STRS 3100					
Certificated			8.25%	81,461	81,461
Classified			0.00%	-	-
Total STRS				81,461	81,461
PERS 3200					
Certificated			0.00%	-	-

OBJECT	Account	PY salary	3.00%	Operating General	TOTAL
Classified			3.00%	13,326	13,326
Total PERS				13,326	13,326
OASDI/Medicare	3300				
Certificated			1.5%	14,687	14,687
Classified			7.7%	10,243	10,243
Total OASDI/Medicare				24,930	24,930
Health & Welfare	3400				
Total HW				117,000	117,000
Unemployment Insurance	3500				
Certificated			1.30%	13,166	13,166
Classified			1.30%	1,742	1,742
Total UI				14,908	14,908
Workers Comp	3600				
Certificated			5.72%	57,938	57,938
Classified			2.16%	2,892	2,892
Total WC				60,830	60,830
Other Benefits	3900				
Total Other Benefits				5,200	5,200
TOTAL BENEFITS				317,655	317,655

OBJECT	Account	PY salary	3.00% increase	Operating General	TOTAL
CERTIFICATED					
Teacher Salaries	1100				
K/1 Teacher-Lead	12	61,800	1,854	63,654	63,654
K/1 Teacher - Experienced (BA + 60)	12	51,500	1,545	53,045	53,045
K/1 Teacher - Experienced	12	46,350	1,391	47,741	47,741
K/1 Teacher - Experienced	12	46,350	1,391	47,741	47,741
K/1 Teacher - New	12	41,200	1,236	42,436	42,436
K/1 Teacher - New	12	41,200	1,236	42,436	42,436
2/3 Teacher-Lead	12	61,800	1,854	63,654	63,654
2/3 Teacher - Experienced (BA + 60)	12	51,500	1,545	53,045	53,045
2/3 Teacher - Experienced	12	46,350	1,391	47,741	47,741
2/3 Teacher - Experienced	12	46,350	1,391	47,741	47,741
2/3 Teacher - New	12	41,200	1,236	42,436	42,436
2/3 Teacher - New	12	41,200	1,236	42,436	42,436
4/5 Teacher-Lead	12	61,800	1,854	63,654	63,654
4/5 Teacher - Experienced (BA + 60)	12	51,500	1,545	53,045	53,045
4/5 Teacher - Experienced	12	46,350	1,391	47,741	47,741
4/5 Teacher - New	12	41,200	1,236	42,436	42,436
6/7 Teacher-Lead	12	-	-	-	-
6/7 Teacher - Experienced (BA + 60)	12	-	-	-	-
6/7 Teacher - Experienced	12	-	-	-	-
6/7 Teacher - New	12	-	-	-	-
8 Teacher - Lead	12	-	-	-	-
8 Teacher - Experienced	12	-	-	-	-
8 Teacher - New	12	-	-	-	-
Specialty Teacher	12	36,000	1,050	36,050	36,050
Total Teacher Salaries	1100	812,650	17	837,030	837,030
Teacher Stipends	1115	Days	Amount		
days *\$ per teacher		5	150	12,750	12,750
Lead Teacher Stipends				7,500	7,500
Name				-	-
Total Teacher Stipends	1115			20,250	20,250
Substitutes	1119	Days	Amount		
days *\$ per teacher		10	150	25,500	25,500
Name				-	-
Total Substitutes	1119			25,500	25,500
Pupil support salaries	1200				
Secretary Teacher	12	61,800	1,854	63,654	63,654
Name	12	-	-	-	-
Total Pupil Support	1200	61,800	1	63,654	63,654
Administrators	1300				
Principal (K-8)	12	92,700	2,781	95,481	95,481
Assistant Principal	12	-	-	-	-
Name	12	-	-	-	-
Name	12	-	-	-	-
Total Administrators	1300	92,700	1	95,481	95,481
TOTAL CERTIFICATED	1000		19	1,041,915	1,041,915
CLASSIFIED					
Clerical	2400				
Office Manager	12	39,140	1,174	40,314	40,314
*Office Assistant (Part Time)	12	28,840	865	29,705	29,705
Name	12	-	-	-	-
Name	12	-	-	-	-
Total Clerical	2400	67,980	2	70,019	70,019
Other	2900				
Building Manager	12	30,900	927	31,827	31,827
* Noon Duty	12	10,300	309	10,609	10,609
* Noon Duty	12	8,240	247	8,487	8,487
* Noon Duty	12	8,240	247	8,487	8,487
* Noon Duty	12	8,240	247	8,487	8,487
Name	12	-	-	-	-
Total Other	2900	65,920	5	67,898	67,898
TOTAL CLASSIFIED	2000		7	137,917	137,917
		Total Count:	26		
BENEFITS					
STRS	3100				
PERS	3200				
Certificated			0.00%		

OBJECT	Account	P.Y. salary	3.00%	Operating General	TOTAL
Classified			9.95%	13,725	13,725
Total PERS				13,725	13,725
OASDI/Medicare	3300				
Certificated			1.5%	15,108	15,108
Classified			7.7%	10,551	10,551
Total OASDI/Medicare				25,658	25,658
Health & Welfare	3400				
Certificated			4,500	85,500	85,500
Classified			4,500	31,500	31,500
Total HW				117,000	117,000
Unemployment Insurance	3500				
Certificated			1.30%	13,545	13,545
Classified			1.30%	1,793	1,793
Total UI				15,338	15,338
Workers Comp	3600				
Certificated			5.72%	80,508	80,508
Classified			2.16%	28,271	28,271
Total WC				62,577	62,577
Other Benefits	3900				
Certificated			2.0%	1,800	1,800
Classified			2.0%	3,400	3,400
Total Other Benefits				5,200	5,200
TOTAL BENEFITS				323,352	323,352

OBJECT	Account	PY salary	3.00% increase	Operating General	TOTAL
CERTIFICATED					
Teacher Salaries 1100					
K/1 Teacher-Lead	12	63,654	1,910	65,564	65,564
K/1 Teacher - Experienced (BA + 60)	12	55,345	1,657	56,999	56,999
K/1 Teacher - Experienced	12	47,741	1,432	49,173	49,173
K/1 Teacher - Experienced	12	47,741	1,432	49,173	49,173
K/1 Teacher - New	12	42,436	1,273	43,709	43,709
K/1 Teacher - New	12	42,436	1,273	43,709	43,709
2/3 Teacher-Lead	12	63,654	1,910	65,564	65,564
2/3 Teacher - Experienced (BA + 60)	12	55,345	1,657	56,999	56,999
2/3 Teacher - Experienced	12	47,741	1,432	49,173	49,173
2/3 Teacher - Experienced	12	47,741	1,432	49,173	49,173
2/3 Teacher - New	12	42,436	1,273	43,709	43,709
2/3 Teacher - New	12	42,436	1,273	43,709	43,709
4/5 Teacher-Lead	12	63,654	1,910	65,564	65,564
4/5 Teacher - Experienced (BA + 60)	12	55,345	1,657	56,999	56,999
4/5 Teacher - Experienced	12	47,741	1,432	49,173	49,173
4/5 Teacher - New	12	42,436	1,273	43,709	43,709
6/7 Teacher-Lead	12	-	-	-	-
6/7 Teacher - Experienced (BA + 60)	12	-	-	-	-
6/7 Teacher - Experienced	12	-	-	-	-
6/7 Teacher - New	12	-	-	-	-
8 Teacher - Lead	12	-	-	-	-
8 Teacher - Experienced	12	-	-	-	-
8 Teacher - New	12	-	-	-	-
Specialty Teacher	12	37,532	1,132	38,664	38,664
Total Teacher Salaries	1100	837,030	17	862,140	862,140
Teacher Stipends 1115					
days *\$ per teacher		5	150	12,750	12,750
Lead Teacher Stipends				7,500	7,500
Name				-	-
Total Teacher Stipends	1115			20,250	20,250
Substitutes 1119					
days *\$ per teacher		10	150	25,500	25,500
Name				-	-
Total Substitutes	1119			25,500	25,500
Pupil support salaries 1200					
Literacy Teacher	12	63,654	1,910	65,564	65,564
Name	12	-	-	-	-
Total Pupil Support	1200	63,654	1	65,564	65,564
Administrators 1300					
Principal (K-8)	12	95,481	2,904	98,385	98,385
Assistant Principal	12	-	-	-	-
Name	12	-	-	-	-
Name	12	-	-	-	-
Total Administrators	1300	95,481	1	98,345	98,345
TOTAL CERTIFICATED	1000		19	1,071,799	1,071,799
CLASSIFIED					
Clerical 2400					
Office Manager	12	49,314	1,259	50,573	50,573
Office Assistant, Part Time	12	29,755	891	30,646	30,646
Name	12	-	-	-	-
Name	12	-	-	-	-
Total Clerical	2400	79,069	2	81,219	81,219
Other 2900					
Building Manager	12	31,827	955	32,782	32,782
* Noon Duty	12	10,609	318	10,927	10,927
* Noon Duty	12	8,487	255	8,742	8,742
* Noon Duty	12	8,487	255	8,742	8,742
* Noon Duty	12	8,487	255	8,742	8,742
Name	12	-	-	-	-
Total Other	2900	67,898	5	69,935	69,935
TOTAL CLASSIFIED	2000		7	142,055	142,055
		Total Count:	26		
BENEFITS					
STRS 3100					
Certificated			8.25%	86,320	86,320
Classified			0.00%	-	-
Total STRS				86,320	86,320
PERS 3200					
Certificated			0.00%	-	-

OBJECT	Account	P.Y. salary	3.00%	Operating General	TOTAL
Classified			9.95%	14,137	14,137
Total PERS				14,137	14,137
OASDI/Medicare	3300				
Certificated			1.5%	15,541	15,541
Classified			7.7%	9,867	9,867
Total OASDI/Medicare				26,408	26,408
Health & Welfare	3400				
Certificated			4.5%	85,500	85,500
Classified			4.5%	31,500	31,500
Total HW				117,000	117,000
Unemployment Insurance	3500				
Certificated			1.3%	13,933	13,933
Classified			1.3%	1,847	1,847
Total UI				15,780	15,780
Workers Comp	3600				
Certificated			5.72%	41,000	41,000
Classified			2.16%	23,375	23,375
Total WC				64,375	64,375
Other Benefits	3900				
Certificated			200	3,800	3,800
Classified			200	1,400	1,400
Total Other Benefits				5,200	5,200
TOTAL BENEFITS				329,221	329,221

MAJOR CATEGORY	Account	FN	2.7%	Operating General	Lottery Restricted	TOTAL
BOOKS & SUPPLIES	4000					
Books & Reference Materials	4200					
Education Program		01				
Instructional Books			62	21,690.24		21,690.24
Library Books						-
Name						
Subtotal				21,690.24	-	21,690.24
Total Books	4200			21,690.24	-	21,690.24
Materials & Supplies	4301					
Education Program		01				
Name			72	20,874.48	4,430.80	25,305.28
Name						
Subtotal				20,874.48	4,430.80	25,305.28
Facilities		02				
Name			26	9,037.60		9,037.60
Name						
Subtotal				9,037.60	-	9,037.60
General & Administration		05				
Name			15	5,422.56		5,422.56
Name						
Subtotal				5,422.56	-	5,422.56
Total Materials & Supplies	4301			35,334.64	4,430.80	39,765.44
TOTAL BOOKS & SUPPLIES				57,024.88	4,430.80	61,455.68
SERVICES & OTHER OPERATING EXPENS	5000					
Travel and Conferences						
Conferences	5201					
Education Program		01				
Name			180	2,875.60		2,875.60
Name						
Subtotal				2,875.60	-	2,875.60
Subtotal Conferences	5201			2,875.60	-	2,875.60
Travel & Lodging	5202					
Education Program		01				
Professional Development			205	3,286.40		3,286.40
Name						
Subtotal				3,286.40	-	3,286.40
Subtotal Travel & Lodging	5202			3,286.40	-	3,286.40
Meals & Entertainment	5203					
Education Program		01				
Name			154	2,464.80		2,464.80
Name						
Subtotal				2,464.80	-	2,464.80
General & Administration		05				
Name			26	410.80		410.80
Name						
Subtotal				410.80	-	410.80
Subtotal Meals & Entertainment				2,875.60	-	2,875.60
Mileage						
Education Program		01				
Name			103	1,643.20		1,643.20
Name						
Subtotal				1,643.20	-	1,643.20
General & Administration		05				
Name			15	246.48		246.48
Name						
Subtotal				246.48	-	246.48
Subtotal: Mileage	5204			1,889.68	-	1,889.68
Parking, Tolls & Taxi	5205					
Education Program		01				
Name				500.00		500.00
Name						
Subtotal				500.00	-	500.00
Subtotal: Parking, Tolls & Taxi	5205			500.00	-	500.00
Total Travel & Conferences	5200			11,427.28	-	11,427.28
Dues & Subscriptions	5300					
Education Program		01				
Professional Organizations				1,000.00		1,000.00

MAJOR CATEGORY	Account	FN	2.7%	Operating General	Lottery Restricted	TOTAL
Name						
Subtotal				1,000.00	-	1,000.00
Total Dues & Subscriptions	5300			1,000.00	-	1,000.00
Insurance (G&A)						
Name			40	14,098.66		14,098.66
Name						
Total Insurance	5400	05		14,098.66	-	14,098.66
Utilities (Facilities)	5500	02				
Gas & Electric						
PG&E	5501		71	24,943.78		24,943.78
Name						
Subtotal: Gas & Electric	5501	02		24,943.78	-	24,943.78
Other Utilities	5502	02				
Garbage			15	5,422.56		5,422.56
Water/Sewage			8	2,892.03		2,892.03
Name						
Subtotal Other Utilities	5502	02		8,314.59	-	8,314.59
Total Utilities	5500	02		33,258.37	-	33,258.37
Rent (Facilities)	5601	02				
Name						
Name						
Total Rent	5601	02		-	-	-
Rent-Furn & Equip						
Education Program	5605	01				
Copier Lease			770	9,243.00		9,243.00
Name						
Subtotal	5605			9,243.00	-	9,243.00
Total Rent-Furn&Equip	5605			9,243.00	-	9,243.00
Repairs & Maintenance (Facilities)						
Building Maintenance	5610	02				
Name				2,000.00		2,000.00
Name						
Subtotal Building Maintenance	5610	02		2,000.00	-	2,000.00
Computer Repairs	5612	02				
Name				2,000.00		2,000.00
Name						
Subtotal Computer Repairs	5612	02		2,000.00	-	2,000.00
Equip Repairs	5613	02				
Name				2,000.00		2,000.00
Name						
Subtotal Equip Repairs	5613	02		2,000.00	-	2,000.00
Total Repairs & Maintenance	5605	02		6,000.00	-	6,000.00
Education Consultants (Educ Program)	5802	01				
Special Education			462	162,676.80		162,676.80
Total Consultants	5802	01		162,676.80	-	162,676.80
Facility Contractors (Facilities)	5806	02				
Janitorial			45	15,906.18		15,906.18
Security/alarm			6	2,169.02		2,169.02
Name						
Total Facility Contractors	5806	02		18,075.20	-	18,075.20
All Other Contracted Services	5809					
Education Program		01				
Power School Annual Fee			12	4,224.00		4,224.00
Name				15,000.00		15,000.00
Subtotal		01		19,224.00	-	19,224.00
Total All Other Consultants	5809			19,224.00	-	19,224.00
Printing & Reproduction	5820					
Education Program	5820	01				
Classroom			28	9,760.61		9,760.61
Name						
Subtotal	5820	01		9,760.61	-	9,760.61
General & Administration	5820.04	05				
Name			17	6,145.57		6,145.57
Name						
Subtotal	5820.04	05		6,145.57	-	6,145.57
Total Printing & Reproduction	5820			15,906.18	-	15,906.18

Internet Connection (Education Program)

MAJOR CATEGORY	Account	FN	2.7%	Operating General	Lottery Restricted	TOTAL
School DSL/T1			462	5,545.80		5,545.80
Name						
Total Internet	5901	01		5,545.80	-	5,545.80
Phone, Fax (Education Program)						
PacBell			185	2,218.32		2,218.32
Fax						
Mobile Phone			128	1,540.50		
Name						
Total Phone/Fax	5902	01		3,758.82	-	3,758.82
Postage & Delivery						
Education Program	5903	01				
Name				750.00		750.00
Name						
Subtotal	5903	01		750.00	-	750.00
General & Administration	5903	05				
Transbox			108	1,294.02		1,294.02
				250.00		250.00
Subtotal	5903	05		1,544.02	-	1,544.02
Total Postage & Delivery	5903			2,294.02	-	2,294.02
TOTAL SERVICES & OP EXPENS	5000			302,508.12	-	302,508.12
CAPITAL OUTLAY - EXPENSE	6000					
Improvement of sites	6101	02				
Name						
Total Improvement of Sites	6101	02		-	-	-
Furn, Fixtures, Equip <\$2,000	6400					
Computers <\$2,000	6401	02				
Name				5,000.00		5,000.00
Name						
Subtotal Computers				5,000.00	-	5,000.00
Equipment <\$2,000	6402	02				
Name				2,500.00		2,500.00
Name						
Subtotal Equipment				2,500.00	-	2,500.00
Furniture <\$2,000	6403	02				
Name				2,500.00		2,500.00
Name						
Subtotal Furniture				2,500.00	-	2,500.00
Total FFE <\$2,000	6400	02		10,000.00	-	10,000.00
TOTAL CAPITAL OUTLAY - EXPENSES	6000			10,000.00	-	10,000.00
OTHER ACTIVITY						
Facilities portfolio adjustment (Facilities)	7340	02				
Home Office Admin Fee (7%) (G&A)	7350	05	7.0%	138,072.03		138,072.03
District Revenue Processing Fee (1%) (G&A)	5819	05	1.0%	17,196.31		17,196.31
Reserve (3%) (G&A)	7370	05	3.0%	59,173.73		59,173.73
Interfund Transfers Out	7600	05				
TOTAL OTHER ACTIVITY				214,442.07	-	214,442.07

MAJOR CATEGORY	Account	FN	2 6%	Operating General	Lottery Restricted	TOTAL
BOOKS & SUPPLIES	4000					
Books & Reference Materials	4200					
Education Program		01				
Instructional Books			63	22,254.19		22,254.19
Library Books						-
Name						-
Subtotal				22,254.19	-	22,254.19
Total Books	4200			22,254.19	-	22,254.19
Materials & Supplies	4301					
Education Program		01				
Name			74	21,448.82	4,514.40	25,963.22
Name						-
Subtotal				21,448.82	4,514.40	25,963.22
Facilities		02				
Name			26	9,272.58		9,272.58
Name						-
Subtotal				9,272.58	-	9,272.58
General & Administration		05				
Name			16	5,563.55		5,563.55
Name						-
Subtotal				5,563.55	-	5,563.55
Total Materials & Supplies	4301			36,284.94	4,514.40	40,799.34
TOTAL BOOKS & SUPPLIES				58,539.13	4,514.40	63,053.53
SERVICES & OTHER OPERATING EXPENS	5000					
Travel and Conferences	5201					
Conferences	5201	01				
Education Program			184	3,134.76		3,134.76
Name						-
Subtotal				3,134.76	-	3,134.76
Subtotal Conferences	5201			3,134.76	-	3,134.76
Travel & Lodging	5202	01				
Education Program			211	3,582.59		3,582.59
Professional Development						-
Name						-
Subtotal				3,582.59	-	3,582.59
Subtotal Travel & Lodging	5202			3,582.59	-	3,582.59
Meals & Entertainment	5203	01				
Education Program			158	2,686.94		2,686.94
Name						-
Name						-
Subtotal				2,686.94	-	2,686.94
General & Administration		05				
Name			26	447.82		447.82
Name						-
Subtotal				447.82	-	447.82
Subtotal Meals & Entertainment				3,134.76	-	3,134.76
Mileage		01				
Education Program			105	1,791.29		1,791.29
Name						-
Name						-
Subtotal				1,791.29	-	1,791.29
General & Administration		05				
Name			16	268.69		268.69
Name						-
Subtotal				268.69	-	268.69
Subtotal: Mileage	5204			2,059.99	-	2,059.99
Parking, Tolls & Taxi	5205	01				
Education Program				500.00		500.00
Name						-
Name						-
Subtotal				500.00	-	500.00
Subtotal: Parking, Tolls & Taxi	5205			500.00	-	500.00
Total Travel & Conferences	5200			12,412.10	-	12,412.10
Dues & Subscriptions	5300					
Education Program		01				
Professional Organizations				1,000.00		1,000.00

MAJOR CATEGORY	Account	FN	2.6%	Operating General	Lottery Restricted	TOTAL
Name						
Subtotal				1,000.00	-	1,000.00
Total Dues & Subscriptions	5300			1,000.00	-	1,000.00
Insurance (G&A)						
Name			41	14,465.22		14,465.22
Name						
Total Insurance	5400	05		14,465.22	-	14,465.22
Utilities (Facilities)	5500	02				
<i>Gas & Electric</i>						
PG&E	5501		73	25,592.31		25,592.31
Name						
Subtotal: Gas & Electric	5501	02		25,592.31	-	25,592.31
<i>Other Utilities</i>						
Garbage	5502	02	16	5,563.55		5,563.55
Water/Sewage			8	2,967.22		2,967.22
Name						
Subtotal Other Utilities	5502	02		8,530.77	-	8,530.77
Total Utilities	5500	02		34,123.09	-	34,123.09
Rent (Facilities)	5601	02				
Name						
Name						
Total Rent	5601	02				
Rent-Furn & Equip						
Education Program	5605	01				
Copier Lease			790	9,483.32		9,483.32
Name						
Subtotal	5605			9,483.32	-	9,483.32
Total Rent-Furn&Equip	5605			9,483.32	-	9,483.32
Repairs & Maintenance (Facilities)						
Building Maintenance	5610	02				
Name				2,052.00		2,052.00
Name						
Subtotal Building Maintenance	5610	02		2,052.00	-	2,052.00
Computer Repairs	5612	02				
Name				2,052.00		2,052.00
Name						
Subtotal Computer Repairs	5612	02		2,052.00	-	2,052.00
Equip Repairs	5613	02				
Name				2,052.00		2,052.00
Name						
Subtotal Equip Repairs	5613	02		2,052.00	-	2,052.00
Total Repairs & Maintenance	5605	02		6,156.00	-	6,156.00
Education Consultants (Educ Program)	5802	01				
Special Education			474	166,906.40		166,906.40
Total Consultants	5802	01		166,906.40	-	166,906.40
Facility Contractors (Facilities)	5806	02				
Janitorial			46	16,319.74		16,319.74
Security/alarm			6	2,225.42		2,225.42
Name						
Total Facility Contractors	5806	02		18,545.16	-	18,545.16
All Other Contracted Services	5809					
Education Program		01				
Power School Annual Fee			12	4,333.82		4,333.82
Name				15,405.00		15,405.00
Subtotal		01		19,738.82	-	19,738.82
Printing & Reproduction	5820					
Education Program	5820	01				
Name			28	10,014.38		10,014.38
Name						
Subtotal	5820	01		10,014.38	-	10,014.38
General & Administration	5820.04	05				
Name			18	6,305.35		6,305.35
Name						
Subtotal	5820.04	05		6,305.35	-	6,305.35
Total Printing & Reproduction	5820			16,319.74	-	16,319.74
Internet Connection (Education Program)						
School DSL/T1			474	5,689.99		5,689.99

MAJOR CATEGORY	Account	FN	2.6%	Operating General	Lottery Restricted	TOTAL
Name						
Total Internet	5901	01		5,689.99	-	5,689.99
Phone, Fax (Education Program)						
PacBell			190	2,276.00		2,276.00
Fax						
Mobile Phone			132	1,580.55		1,580.55
Name						
Total Phone/Fax	5902	01		3,856.55	-	3,856.55
Postage & Delivery						
Education Program	5903	01				
Name				769.50		769.50
Name						
Subtotal	5903	01		769.50	-	769.50
General & Administration	5903	05				
Transbox			111	1,327.66		1,327.66
				256.50		256.50
Subtotal	5903	05		1,584.16	-	1,584.16
Total Postage & Delivery	5903			2,353.66	-	2,353.66
TOTAL SERVICES & OP EXPENS	5000			311,050.04	-	311,050.04
CAPITAL OUTLAY - EXPENSE						
Improvement of sites	6000					
6101	02					
Name						
Total Improvement of Sites	6101	02				
Furn, Fixtures, Equip <\$2,000						
Computers <\$2,000	6400					
6401	02					
Name				15,000.00		15,000.00
Name						
Subtotal Computers				15,000.00	-	15,000.00
Equipment <\$2,000	6402	02				
Name				5,000.00		5,000.00
Name						
Subtotal Equipment				5,000.00	-	5,000.00
Furniture <\$2,000	6403	02				
Name				5,000.00		5,000.00
Name						
Subtotal Furniture				5,000.00	-	5,000.00
Total FFE <\$2,000	6400	02		25,000.00	-	25,000.00
TOTAL CAPITAL OUTLAY - EXPENSES	6000			25,000.00	-	25,000.00
OTHER ACTIVITY						
Facilities portfolio adjustment (Facilities)	7340	02				
Home Office Admin Fee (7%) (G&A)	7350	05	7.0%	141,589.26		141,589.26
District Revenue Processing Fee (1%) (G&A)	5819	05	1.0%	17,643.42		17,643.42
Reserve (3%) (G&A)	7370	05	3.0%	1,507.38		1,507.38
Interfund Transfers Out	7600	05				
TOTAL OTHER ACTIVITY				160,740.06	-	160,740.06

MAJOR CATEGORY	Account	FN	2.7%	Operating General	Lottery Restricted	TOTAL
BOOKS & SUPPLIES	4000					
Books & Reference Materials	4200					
Education Program		01				
Instructional Books			65	22,855.05		22,855.05
Library Books						-
Name						-
Subtotal				22,855.05	-	22,855.05
Total Books	4200			22,855.05	-	22,855.05
Materials & Supplies	4301					
Education Program		01				
Name			76	22,066.22	4,598.00	26,664.22
Name						-
Subtotal				22,066.22	4,598.00	26,664.22
Facilities		02				
Name			27	9,522.94		9,522.94
Name						-
Subtotal				9,522.94	-	9,522.94
General & Administration		05				
Name			16	5,713.76		5,713.76
Name						-
Subtotal				5,713.76	-	5,713.76
Total Materials & Supplies	4301			37,302.92	4,598.00	41,900.92
TOTAL BOOKS & SUPPLIES				60,157.97	4,598.00	64,755.97
SERVICES & OTHER OPERATING EXPENS	5000					
Travel and Conferences						
Conferences	5201					
Education Program		01				
Name			189	3,219.40		3,219.40
Name						-
Subtotal				3,219.40	-	3,219.40
Subtotal Conferences	5201			3,219.40	-	3,219.40
Travel & Lodging	5202					
Education Program		01				
Professional Development			216	3,679.32		3,679.32
Name						-
Subtotal				3,679.32	-	3,679.32
Subtotal Travel & Lodging	5202			3,679.32	-	3,679.32
Meals & Entertainment	5203					
Education Program		01				
Name			162	2,759.49		2,759.49
Name						-
Subtotal				2,759.49	-	2,759.49
General & Administration		05				
Name			27	459.91		459.91
Name						-
Subtotal				459.91	-	459.91
Subtotal Meals & Entertainment				3,219.40	-	3,219.40
Mileage						
Education Program		01				
Name			108	1,839.66		1,839.66
Name						-
Subtotal				1,839.66	-	1,839.66
General & Administration		05				
Name			16	275.95		275.95
Name						-
Subtotal				275.95	-	275.95
Subtotal: Mileage	5204			2,115.61	-	2,115.61
Parking, Tolls & Taxi	5205					
Education Program		01				
Name				500.00		500.00
Name						-
Subtotal				500.00	-	500.00
Subtotal: Parking, Tolls & Taxi	5205			500.00	-	500.00
Total Travel & Conferences	5200			12,733.73	-	12,733.73
Dues & Subscriptions	5300					
Education Program		01				
Professional Organizations				1,000.00		1,000.00

MAJOR CATEGORY	Account	FN	27%	Operating General	Lottery Restricted	TOTAL
Name	Subtotal			1,000.00	-	1,000.00
Total Dues & Subscriptions	5300			1,000.00	-	1,000.00
Insurance (G&A)						
Name			42	14,855.78		14,855.78
Name						
Total Insurance	5400	05		14,855.78	-	14,855.78
Utilities (Facilities)	5500	02				
Gas & Electric						
PG&E	5501		75	26,283.31		26,283.31
Name						
Subtotal: Gas & Electric	5501	02		26,283.31	-	26,283.31
Other Utilities	5502	02				
Garbage			16	5,713.76		5,713.76
Water/Sewage			9	3,047.34		3,047.34
Name						
Subtotal Other Utilities	5502	02		8,761.10	-	8,761.10
Total Utilities	5500	02		35,044.41	-	35,044.41
Rent (Facilities)	5601	02				
Name						
Name						
Total Rent	5601	02		-	-	-
Rent-Furn & Equip						
Education Program	5605	01				
Copier Lease			812	9,739.37		9,739.37
Name						
Subtotal	5605			9,739.37	-	9,739.37
Total Rent-Furn&Equip	5605			9,739.37	-	9,739.37
Repairs & Maintenance (Facilities)						
Building Maintenance	5610	02				
Name				2,107.40		2,107.40
Name						
Subtotal Building Maintenance	5610	02		2,107.40	-	2,107.40
Computer Repairs	5612	02				
Name				2,107.40		2,107.40
Name						
Subtotal Computer Repairs	5612	02		2,107.40	-	2,107.40
Equip Repairs	5613	02				
Name				2,107.40		2,107.40
Name						
Subtotal Equip Repairs	5613	02		2,107.40	-	2,107.40
Total Repairs & Maintenance	5605	02		6,322.21	-	6,322.21
Education Consultants (Educ Program)	5802	01				
Special Education			487	171,412.87		171,412.87
Total Consultants	5802	01		171,412.87	-	171,412.87
Facility Contractors (Facilities)	5806	02				
Janitorial			43	16,760.37		16,760.37
Security/Alarm			6	2,285.50		2,285.50
Name						
Total Facility Contractors	5806	02		19,045.87	-	19,045.87
All Other Contracted Services	5809					
Education Program		01				
Power School Annual Fee			13	4,450.84		4,450.84
Name				15,820.94		15,820.94
Name						
Subtotal		01		20,271.77	-	20,271.77
Printing & Reproduction	5820					
Education Program	5820	01				
Name			29	10,284.77		10,284.77
Name						
Subtotal	5820	01		10,284.77	-	10,284.77
General & Administration	5820.04	05				
Name			18	6,475.60		6,475.60
Name						
Subtotal	5820.04	05		6,475.60	-	6,475.60
Total Printing & Reproduction	5820			16,760.37	-	16,760.37
Internet Connection (Education Program)						
School DSL/T1			487	5,843.62		5,843.62

MAJOR CATEGORY	Account	FN	2.7%	Operating General	Lottery Restricted	TOTAL
Name						
Total Internet	5901	01		5,843.62	-	5,843.62
Phone, Fax (Education Program)						
PacBell			115	2,337.45		2,337.45
Fax				-		-
Mobile Phone			36	1,623.23		1,623.23
Name						
Total Phone/Fax	5902	01		3,960.68	-	3,960.68
Postage & Delivery						
Education Program	5903	01				
Name				790.28		790.28
Name						
Subtotal	5903	01		790.28	-	790.28
General & Administration						
Transbox	5903	05	114	1,363.51		1,363.51
Name				263.43		263.43
Name						
Subtotal	5903	05		1,626.94	-	1,626.94
Total Postage & Delivery	5903			2,417.21	-	2,417.21
TOTAL SERVICES & OP EXPENS	5000			319,407.89	-	319,407.89
CAPITAL OUTLAY - EXPENSE						
Improvement of sites	6000					
6101	02					
Name						
Total Improvement of Sites	6101	02		-	-	-
Furn, Fixtures, Equip <\$2,000						
Computers <\$2,000	6400					
6401	02					
Name				5,000.00		5,000.00
Name						
Subtotal Computers				5,000.00	-	5,000.00
Equipment <\$2,000						
6402	02					
Name				2,500.00		2,500.00
Name						
Subtotal Equipment				2,500.00	-	2,500.00
Furniture <\$2,000						
6403	02					
Name				2,500.00		2,500.00
Name						
Subtotal Furniture				2,500.00	-	2,500.00
Total FFE <\$2,000	6400	02		10,000.00	-	10,000.00
TOTAL CAPITAL OUTLAY - EXPENSES	6000			10,000.00	-	10,000.00
OTHER ACTIVITY						
Facilities portfolio adjustment (Facilities)	7340	02				
Home Office Admin Fee (7%) (G&A)	7350	05	7.0%	145,337.11		145,337.11
District Revenue Processing Fee (1%) (G&A)	5819	05	0%	18,119.79		18,119.79
Reserve (3%) (G&A)	7370	05	3.0%	1,606.22		1,606.22
Interfund Transfers Out	7600	05				
TOTAL OTHER ACTIVITY				165,063.12	-	165,063.12

MAJOR CATEGORY	Account	FN	2.8%	Operating General	Lottery Restricted	TOTAL
BOOKS & SUPPLIES	4000					
Books & Reference Materials	4200					
Education Program		01				
Instructional Books			67	23,494.99		23,494.99
Library Books						-
Name						-
Subtotal				23,494.99	-	23,494.99
Total Books	4200			23,494.99	-	23,494.99
Materials & Supplies	4301					
Education Program		01				
Name			78	22,729.22	4,681.60	27,410.82
Name						-
Subtotal				22,729.22	4,681.60	27,410.82
Facilities		02				
Name			28	9,789.58		9,789.58
Name						-
Subtotal				9,789.58	-	9,789.58
General & Administration		05				
Name			17	5,873.75		5,873.75
Name						-
Subtotal				5,873.75	-	5,873.75
Total Materials & Supplies	4301			38,392.55	4,681.60	43,074.15
TOTAL BOOKS & SUPPLIES				61,887.54	4,681.60	66,569.14
SERVICES & OTHER OPERATING EXPENS	5000					
Travel and Conferences						
Conferences	5201					
Education Program		01				
Name			195	3,309.55		3,309.55
Name						-
Subtotal				3,309.55	-	3,309.55
Subtotal Conferences	5201			3,309.55	-	3,309.55
Travel & Lodging	5202					
Education Program		01				
Professional Development			222	3,782.34	-	3,782.34
Name						-
Subtotal				3,782.34	-	3,782.34
Subtotal Travel & Lodging	5202			3,782.34	-	3,782.34
Meals & Entertainment	5203					
Education Program		01				
Name			167	2,836.75		2,836.75
Name						-
Subtotal				2,836.75	-	2,836.75
General & Administration		05				
Name			28	472.79		472.79
Name						-
Subtotal				472.79	-	472.79
Subtotal Meals & Entertainment				3,309.55	-	3,309.55
Mileage						
Education Program		01				
Name			111	1,891.17		1,891.17
Name						-
Subtotal				1,891.17	-	1,891.17
General & Administration		05				
Name			17	283.68		283.68
Name						-
Subtotal				283.68	-	283.68
Subtotal Mileage	5204			2,174.84	-	2,174.84
Parking, Tolls & Taxi	5205					
Education Program		01				
Name				500.00		500.00
Name						-
Subtotal				500.00	-	500.00
Subtotal Parking, Tolls & Taxi	5205			500.00	-	500.00
Total Travel & Conferences	5200			13,076.27	-	13,076.27
Dues & Subscriptions	5300					
Education Program		01				
Professional Organizations				1,000.00		1,000.00

MAJOR CATEGORY	Account	FN	2.8%	Operating General	Lottery Restricted	TOTAL
Name						
Subtotal				1,000.00	-	1,000.00
Total Dues & Subscriptions	5300			1,000.00	-	1,000.00
Insurance (G&A)						
Name			43	15,271.74		15,271.74
Name						
Total Insurance	5400	05		15,271.74	-	15,271.74
Utilities (Facilities)	5500	02				
<i>Gas & Electric</i>						
PG&E	5501		77	27,019.24		27,019.24
Name						
Subtotal: Gas & Electric	5501	02		27,019.24	-	27,019.24
<i>Other Utilities</i>						
Garbage	5502	02	17	5,873.75		5,873.75
Water/Sewage			9	3,132.67		3,132.67
Name						
Subtotal Other Utilities	5502	02		9,006.41	-	9,006.41
Total Utilities	5500	02		36,025.65	-	36,025.65
Rent (Facilities)	5601	02				
Name						
Name						
Total Rent	5601	02		-	-	-
Rent-Furn & Equip						
Education Program	5605	01				
Copier Lease			834	10,012.07		10,012.07
Name						
Subtotal	5605			10,012.07	-	10,012.07
Total Rent-Furn&Equip	5605			10,012.07	-	10,012.07
Repairs & Maintenance (Facilities)						
Building Maintenance	5610	02				
Name				2,166.41		2,166.41
Name						
Subtotal Building Maintenance	5610	02		2,166.41	-	2,166.41
Computer Repairs	5612	02				
Name				2,166.41		2,166.41
Name						
Subtotal Computer Repairs	5612	02		2,166.41	-	2,166.41
Equip Repairs	5613	02				
Name				2,166.41		2,166.41
Name						
Subtotal Equip Repairs	5613	02		2,166.41	-	2,166.41
Total Repairs & Maintenance	5605	02		6,499.23	-	6,499.23
Education Consultants (Educ Program)	5802	01				
Special Education			501	176,212.43		176,212.43
Total Consultants	5802	01		176,212.43	-	176,212.43
Facility Contractors (Facilities)	5806	02				
Janitorial			49	17,229.66		17,229.66
Security/alarm			7	2,349.50		2,349.50
Name						
Total Facility Contractors	5806	02		19,579.16	-	19,579.16
All Other Contracted Services	5809					
Education Program		01				
Power School Annual Fee			13	4,575.46		4,575.46
Name				16,248.10		16,248.10
Subtotal		01		20,823.56	-	20,823.56
Printing & Reproduction	5820					
Education Program	5820	01				
Classroom			30	10,572.75		10,572.75
Name						
Subtotal	5820	01		10,572.75	-	10,572.75
General & Administration	5820.04	05				
Name			19	6,656.91		6,656.91
Name						
Subtotal	5820.04	05		6,656.91	-	6,656.91
Total Printing & Reproduction	5820			17,229.66	-	17,229.66
Internet Connection (Education Program)						
School DSL/T1			501	6,007.24		6,007.24

MAJOR CATEGORY	Account	FN	2.8%	Operating General	Lottery Restricted	TOTAL
Name						
Total Internet	5901	01		6,007.24	-	6,007.24
Phone, Fax (Education Program)						
PacBell			200	2,402.90		2,402.90
Fax				-		-
Mobile Phone			139	1,668.68		1,668.68
Name						
Total Phone/Fax	5902	01		4,071.58	-	4,071.58
Postage & Delivery						
Education Program	5903	01				
Name				812.40		812.40
Name						
Subtotal	5903	01		812.40	-	812.40
General & Administration						
Transbox	5903	05	117	1,401.69		1,401.69
				270.80		270.80
Subtotal	5903	05		1,672.49	-	1,672.49
Total Postage & Delivery	5903			2,484.90	-	2,484.90
TOTAL SERVICES & OP EXPENS	5000			328,293.49	-	328,293.49
CAPITAL OUTLAY - EXPENSE						
Improvement of sites	6000					
6101	02					
Name						
Total Improvement of Sites	6101	02				
Furn, Fixtures, Equip <\$2,000						
Computers <\$2,000	6400					
6401	02					
Name				5,000.00		5,000.00
Name						
Subtotal Computers				5,000.00	-	5,000.00
Equipment <\$2,000	6402	02				
Name				2,500.00		2,500.00
Name						
Subtotal Equipment				2,500.00	-	2,500.00
Furniture <\$2,000	6403	02				
Name				2,500.00		2,500.00
Name						
Subtotal Furniture				2,500.00	-	2,500.00
Total FFE <\$2,000	6400	02		10,000.00	-	10,000.00
TOTAL CAPITAL OUTLAY - EXPENSES	6000			10,000.00	-	10,000.00
OTHER ACTIVITY						
Facilities portfolio adjustment (Facilities)	7340	02				
Home Office Admin Fee (7%) (G&A)	7350	05	7.0%	149,329.09		149,329.09
District Revenue Processing Fee (1%) (G&A)	5819	05	1.0%	18,627.14		18,627.14
Reserve (3%) (G&A)	7370	05	3.0%	1,710.85		1,710.85
Interfund Transfers Out	7600	05				
TOTAL OTHER ACTIVITY				169,667.08	-	169,667.08

OBJECT		Operating General	Lottery Restricted	Title I	Title II	Title IV	Title V	TOTAL
Site.Fund.Resource		.01.0000						
State Aid Per Pupil Revenue	Total 8011	860,576	-	-	-	-	-	860,576
Federal Income	Total 8100	-	-	126,075	14,099	3,796	3,889	147,858
Categorical Block Grant	8480	95,463	-	-	-	-	-	95,463
Lottery	8560	36,700	4,431	-	-	-	-	41,131
All Other State	8590	-	-	-	-	-	-	-
Other State Revenue	Total 8300	348,289	4,431	-	-	-	-	352,720
donations	8615	-	-	-	-	-	-	-
In Lieu of Prop Tax	8620	812,084	-	-	-	-	-	812,084
Local Revenue	Total 8600	812,084	-	-	-	-	-	812,084
Interfund Transfers In	Total 8910	-	-	-	-	-	-	-
Total Rev		2,020,950	4,431	126,075	14,099	3,796	3,889	2,173,238
Teacher salaries	1100	755,000	-	-	-	-	-	755,000
Stipends	1115	19,500	-	-	-	-	-	19,500
Substitutes	1119	24,000	-	-	-	-	-	24,000
Pupil support	1200	60,000	-	-	-	-	-	60,000
Admin	1300	90,000	-	-	-	-	-	90,000
Tot Certificated		948,500	-	-	-	-	-	948,500
Inst Aides	2100	-	-	-	-	-	-	-
Support staff	2200	-	-	-	-	-	-	-
Admin	2300	-	-	-	-	-	-	-
Clerical	2400	66,000	-	-	-	-	-	66,000
Other	2900	64,000	-	-	-	-	-	64,000
Tot Classified		130,000	-	-	-	-	-	130,000
STRS	3100	76,271	-	-	-	-	-	76,271
PERS	3200	12,938	-	-	-	-	-	12,938
OASDI/Medicare	3300	23,698	-	-	-	-	-	23,698
H&W	3400	112,500	-	-	-	-	-	112,500
UI	3500	14,021	-	-	-	-	-	14,021
W/C	3600	57,062	-	-	-	-	-	57,062
Other Benefits	3900	5,000	-	-	-	-	-	5,000
Tot Benefits		301,490	-	-	-	-	-	301,490
Books	Total 4200	21,690	-	-	-	-	-	21,690
Materials/Supplies	Total 4301	35,335	4,431	-	-	-	-	39,765
Tot Books/Supplies		57,025	4,431	-	-	-	-	61,456
Conferences	Total 5201	2,876	-	-	-	-	-	2,876
Travel & Lodging	Total 5202	3,286	-	-	-	-	-	3,286
Meals & Entertainment	Total 5203	2,876	-	-	-	-	-	2,876
Mileage	Total 5204	1,890	-	-	-	-	-	1,890
Parking, Tolls, Taxi	Total 5205	500	-	-	-	-	-	500
Dues & Subscriptions	Total 5300 01	1,000	-	-	-	-	-	1,000
Insurance	5400 05	14,099	-	-	-	-	-	14,099
PG&E	5501 02	24,944	-	-	-	-	-	24,944
Other Utilities	5502 02	8,315	-	-	-	-	-	8,315
Rent	Total 5601 02	-	-	-	-	-	-	-
Rent - Furn/Equip	Total 5605	9,243	-	-	-	-	-	9,243
Repairs & Maint	Total 5611 02	6,000	-	-	-	-	-	6,000
Educ Consultant	Total 5802 01	162,677	-	-	-	-	-	162,677
Legal Fees	Total 5805 05	-	-	-	-	-	-	-
Facilities Contract	Total 5806 02	18,075	-	-	-	-	-	18,075
Technology	Total 5807 01	-	-	-	-	-	-	-
Other Professional	Total 5809	19,224	-	-	-	-	-	19,224
Marketing	Total 5810	-	-	-	-	-	-	-
Advertising	Total 5811	-	-	-	-	-	-	-
Printing/Reprod	Total 5820	15,906	-	-	-	-	-	15,906
Internet Connect	Total 5901 01	5,546	-	-	-	-	-	5,546
Phone, Fax	Total 5902 01	3,759	-	-	-	-	-	3,759
Postage/Delivery	Total 5903	2,294	-	-	-	-	-	2,294
Tot Services		302,508	-	-	-	-	-	302,508
Site Improv	Total 6101 02	-	-	-	-	-	-	-
Equipment	Total 6400 02	10,000	-	-	-	-	-	10,000
Tot Capital Outlay		10,000	-	-	-	-	-	10,000
Corp Admin(7%)	Total 7350 05	138,072	-	-	-	-	-	138,072
Dist Admin (1%)	Total 5819 05	17,196	-	-	-	-	-	17,196
Reserve (3%)	Total 7370 05	59,174	-	-	-	-	-	59,174
Tot Other Activity		214,442	-	-	-	-	-	214,442

OBJECT	Operating General	Lottery Restricted	Title I	Title II	Title IV	Title V	TOTAL
[REDACTED]							

OBJECT		Operating General	Lottery Restricted	Title I	Title II	Title IV	Title V	TOTAL
Site.Fund.Resource		.01.0000						
State Aid Per Pupil Revenue	Total 8011	882,951	-	-	-	-	-	882,951
Federal Income	Total 8100	-	-	129,352	14,465	3,894	3,889	151,601
Categorical Block Grant	8480	97,945	-	-	-	-	-	97,945
Lottery	8560	36,617	4,514	-	-	-	-	41,131
All Other State	8590	-	-	-	-	-	-	-
Other State Revenue	Total 8300	356,307	4,514	-	-	-	-	360,821
donations	8615	-	-	-	-	-	-	-
In Lieu of Prop Tax	8620	833,198	-	-	-	-	-	833,198
Local Revenue	Total 8600	833,198	-	-	-	-	-	833,198
Interfund Transfers In	Total 8910	-	-	-	-	-	-	-
Total Rev		2,072,457	4,514	129,352	14,465	3,894	3,889	2,228,572
Teacher salaries	1150	812,650	-	-	-	-	-	812,650
Stipends	1115	20,250	-	-	-	-	-	20,250
Substitutes	1119	25,500	-	-	-	-	-	25,500
Pupil support	1200	61,800	-	-	-	-	-	61,800
Admin	1300	92,700	-	-	-	-	-	92,700
Tot Certificated		1,012,900	-	-	-	-	-	1,012,900
Inst Aides	2100	-	-	-	-	-	-	-
Support staff	2200	-	-	-	-	-	-	-
Admin	2300	-	-	-	-	-	-	-
Clerical	2400	67,980	-	-	-	-	-	67,980
Other	2900	65,920	-	-	-	-	-	65,920
Tot Classified		133,900	-	-	-	-	-	133,900
STRS	3100	81,461	-	-	-	-	-	81,461
PERS	3200	13,326	-	-	-	-	-	13,326
OASDI/Medicare	3300	24,930	-	-	-	-	-	24,930
H&W	3400	117,000	-	-	-	-	-	117,000
UI	3500	14,908	-	-	-	-	-	14,908
W/C	3600	60,830	-	-	-	-	-	60,830
Other Benefits	3900	5,200	-	-	-	-	-	5,200
Tot Benefits		317,655	-	-	-	-	-	317,655
Books	Total 4200	22,254	-	-	-	-	-	22,254
Materials/Supplies	Total 4301	36,285	4,514	-	-	-	-	40,799
Tot Books/Supplies		58,539	4,514	-	-	-	-	63,054
Conferences	Total 5201	3,135	-	-	-	-	-	3,135
Travel & Lodging	Total 5202	3,583	-	-	-	-	-	3,583
Meals & Entertainment	Total 5203	3,135	-	-	-	-	-	3,135
Mileage	Total 5204	2,060	-	-	-	-	-	2,060
Parking, Tolls, Taxi	Total 5205	500	-	-	-	-	-	500
Dues & Subscriptions	Total 5300 01	1,000	-	-	-	-	-	1,000
Insurance	5400 05	14,465	-	-	-	-	-	14,465
PG&E	5501 02	25,592	-	-	-	-	-	25,592
Other Utilities	5502 02	8,531	-	-	-	-	-	8,531
Rent	Total 5601 02	-	-	-	-	-	-	-
Rent - Furn/Equip	Total 5605	9,483	-	-	-	-	-	9,483
Repairs & Maint	Total 5611 02	6,156	-	-	-	-	-	6,156
Educ Consultant	Total 5802 01	166,906	-	-	-	-	-	166,906
Legal Fees	Total 5805 05	-	-	-	-	-	-	-
Facilities Contract	Total 5806 02	18,545	-	-	-	-	-	18,545
Technology	Total 5807 01	-	-	-	-	-	-	-
Other Professional	Total 5809	19,739	-	-	-	-	-	19,739
Marketing	Total 5810	-	-	-	-	-	-	-
Advertising	Total 5811	-	-	-	-	-	-	-
Printing/Reprod	Total 5820	16,320	-	-	-	-	-	16,320
Internet Connect	Total 5901 01	5,690	-	-	-	-	-	5,690
Phone, Fax	Total 5902 01	3,857	-	-	-	-	-	3,857
Postage/Delivery	Total 5903	2,354	-	-	-	-	-	2,354
Tot Services		311,050	-	-	-	-	-	311,050
Site Improv	Total 6101 02	-	-	-	-	-	-	-
Equipment	Total 6400 02	25,000	-	-	-	-	-	25,000
Tot Capital Outlay		25,000	-	-	-	-	-	25,000
Corp Admin(7%)	Total 7350 05	141,589	-	-	-	-	-	141,589
Dist Admin (1%)	Total 5819 05	17,643	-	-	-	-	-	17,643
Reserve (3%)	Total 7370 05	1,507	-	-	-	-	-	1,507
Tot Other Activity		160,740	-	-	-	-	-	160,740

OBJECT	Operating General	Lottery Restricted	Title I	Title II	Title IV	Title V	TOTAL
[REDACTED]							

OBJECT	Operating General	Lottery Restricted	Title I	Title II	Title IV	Title V	TOTAL	
Site.Fund.Resource	.01.0000							
State Aid Per Pupil Revenue	Total 8011	906,791	-	-	-	-	906,791	
Federal Income	Total 8100	-	132,845	14,856	4,000	3,889	155,589	
Categorical Block Grant	8480	100,589	-	-	-	-	100,589	
Lottery	8560	36,533	4,598	-	-	-	41,131	
All Other State	8590	-	-	-	-	-	-	
Other State Revenue	Total 8300	364,855	4,598	-	-	-	369,453	
donations	8615	-	-	-	-	-	-	
In Lieu of Prop Tax	8620	855,695	-	-	-	-	855,695	
Local Revenue	Total 8600	855,695	-	-	-	-	855,695	
Interfund Transfers In	Total 8910	-	-	-	-	-	-	
Total Rev.		2,127,341	4,598	132,845	14,856	4,000	3,889	2,287,528
Teacher salaries	1100	837,030	-	-	-	-	837,030	
Stipends	1115	20,250	-	-	-	-	20,250	
Substitutes	1119	25,500	-	-	-	-	25,500	
Pupil support	1200	63,654	-	-	-	-	63,654	
Admin	1300	95,481	-	-	-	-	95,481	
Tot Certificated		1,041,915	-	-	-	-	1,041,915	
Inst Aides	2100	-	-	-	-	-	-	
Support staff	2200	-	-	-	-	-	-	
Admin	2300	-	-	-	-	-	-	
Clerical	2400	70,019	-	-	-	-	70,019	
Other	2900	67,898	-	-	-	-	67,898	
Tot Classified		137,917	-	-	-	-	137,917	
STRS	3100	83,854	-	-	-	-	83,854	
PERS	3200	13,725	-	-	-	-	13,725	
OASDI/Medicare	3300	25,658	-	-	-	-	25,658	
H&W	3400	117,000	-	-	-	-	117,000	
UI	3500	15,338	-	-	-	-	15,338	
W/C	3600	62,577	-	-	-	-	62,577	
Other Benefits	3900	5,200	-	-	-	-	5,200	
Tot Benefits		323,352	-	-	-	-	323,352	
Books	Total 4200	22,855	-	-	-	-	22,855	
Materials/Supplies	Total 4301	37,303	4,598	-	-	-	41,901	
Tot Books/Supplies		60,158	4,598	-	-	-	64,756	
Conferences	Total 5201	3,219	-	-	-	-	3,219	
Travel & Lodging	Total 5202	3,679	-	-	-	-	3,679	
Meals & Entertainment	Total 5203	3,219	-	-	-	-	3,219	
Mileage	Total 5204	2,116	-	-	-	-	2,116	
Parking,Tolls, Taxi	Total 5205	500	-	-	-	-	500	
Dues & Subscriptions	Total 5300 01	1,000	-	-	-	-	1,000	
Insurance	5400 05	14,856	-	-	-	-	14,856	
PG&E	5501 02	26,283	-	-	-	-	26,283	
Other Utilities	5502 02	8,761	-	-	-	-	8,761	
Rent	Total 5601 02	-	-	-	-	-	-	
Rent - Furn/Equip	Total 5605	9,739	-	-	-	-	9,739	
Repairs & Maint	Total 5611 02	6,322	-	-	-	-	6,322	
Educ Consultant	Total 5802 01	171,413	-	-	-	-	171,413	
Legal Fees	Total 5805 05	-	-	-	-	-	-	
Facilities Contract	Total 5806 02	19,046	-	-	-	-	19,046	
Technology	Total 5807 01	-	-	-	-	-	-	
Other Professional	Total 5809	20,272	-	-	-	-	20,272	
Marketing	Total 5810	-	-	-	-	-	-	
Advertising	Total 5811	-	-	-	-	-	-	
Printing/Reprod	Total 5820	16,760	-	-	-	-	16,760	
Internet Connect	Total 5901 01	5,844	-	-	-	-	5,844	
Phone, Fax	Total 5902 01	3,961	-	-	-	-	3,961	
Postage/Delivery	Total 5903	2,417	-	-	-	-	2,417	
Tot Services		319,408	-	-	-	-	319,408	
Site Improv	Total 6101 02	-	-	-	-	-	-	
Equipment	Total 6400 02	10,000	-	-	-	-	10,000	
Tot Capital Outlay		10,000	-	-	-	-	10,000	
Corp Admin(7%)	Total 7350 05	145,337	-	-	-	-	145,337	
Dist Admin (1%)	Total 5819 05	18,120	-	-	-	-	18,120	
Reserve (3%)	Total 7370 05	1,606	-	-	-	-	1,606	
Tot Other Activity		165,063	-	-	-	-	165,063	

OBJECT	Operating General	Lottery Restricted	Title I	Title II	Title IV	Title V	TOTAL

OBJECT		Operating General .01.0000	Lottery Restricted	Standards Based Inst	Library	Title I	Title II	Title IV	Title V	TOTAL
Site.Fund.Resource										
State Aid Per Pupil Revenue	Total 8011	932,181	-	-	-	-	-	-	-	932,181
Federal Income	Total 8100	-	-	-	-	136,565	15,272	4,112	3,889	159,837
Categorical Block Grant	8480	103,406	-	-	-	-	-	-	-	103,406
Lottery	8560	36,450	4,682	-	-	-	-	-	-	41,131
All Other State	8590	-	-	-	-	-	-	-	-	-
Other State Revenue	Total 8300	373,964	4,682	-	-	-	-	-	-	378,646
donations	8615	-	-	-	-	-	-	-	-	-
In Lieu of Prop Tax	8620	879,654	-	-	-	-	-	-	-	879,654
Local Revenue	Total 8600	879,654	-	-	-	-	-	-	-	879,654
Interfund Transfers In	Total 8910	-	-	-	-	-	-	-	-	-
Total Rev.		2,185,800	4,682	-	-	136,565	15,272	4,112	3,889	2,350,318
Teacher salaries	1100	862,140	-	-	-	-	-	-	-	862,140
Stipends	1115	20,250	-	-	-	-	-	-	-	20,250
Substitutes	1119	25,500	-	-	-	-	-	-	-	25,500
Pupil support	1200	65,564	-	-	-	-	-	-	-	65,564
Admin	1300	98,345	-	-	-	-	-	-	-	98,345
Tot Certificated		1,071,799	-	-	-	-	-	-	-	1,071,799
Inst Aides	2100	-	-	-	-	-	-	-	-	-
Support staff	2200	-	-	-	-	-	-	-	-	-
Admin	2300	-	-	-	-	-	-	-	-	-
Clerical	2400	72,120	-	-	-	-	-	-	-	72,120
Other	2900	69,935	-	-	-	-	-	-	-	69,935
Tot Classified		142,055	-	-	-	-	-	-	-	142,055
STRS	3100	86,320	-	-	-	-	-	-	-	86,320
PERS	3200	14,137	-	-	-	-	-	-	-	14,137
OASDI/Medicare	3300	26,408	-	-	-	-	-	-	-	26,408
H&W	3400	117,000	-	-	-	-	-	-	-	117,000
UI	3500	15,780	-	-	-	-	-	-	-	15,780
W/C	3600	64,375	-	-	-	-	-	-	-	64,375
Other Benefits	3900	5,200	-	-	-	-	-	-	-	5,200
Tot Benefits		329,221	-	-	-	-	-	-	-	329,221
Books	Total 4200	23,495	-	-	-	-	-	-	-	23,495
Materials/Supplies	Total 4301	38,393	4,682	-	-	-	-	-	-	43,074
Tot Books/Supplies		61,888	4,682	-	-	-	-	-	-	66,569
Conferences	Total 5201	3,310	-	-	-	-	-	-	-	3,310
Travel & Lodging	Total 5202	3,782	-	-	-	-	-	-	-	3,782
Meals & Entertainment	Total 5203	3,310	-	-	-	-	-	-	-	3,310
Mileage	Total 5204	2,175	-	-	-	-	-	-	-	2,175
Parking,Tolls, Taxi	Total 5205	500	-	-	-	-	-	-	-	500
Dues & Subscriptions	Total 5300 01	1,000	-	-	-	-	-	-	-	1,000
Insurance	5400 05	15,272	-	-	-	-	-	-	-	15,272
PG&E	5501 02	27,019	-	-	-	-	-	-	-	27,019
Other Utilities	5502 02	9,006	-	-	-	-	-	-	-	9,006
Rent	Total 5601 02	-	-	-	-	-	-	-	-	-
										10,012
										6,499
Educ Consultant	Total 5802 01	176,212	-	-	-	-	-	-	-	176,212
Legal Fees	Total 5805 05	-	-	-	-	-	-	-	-	-
Facilities Contract	Total 5806 02	19,579	-	-	-	-	-	-	-	19,579
Technology	Total 5807 01	-	-	-	-	-	-	-	-	-
Other Professional	Total 5809	20,824	-	-	-	-	-	-	-	20,824
Marketing	Total 5810	-	-	-	-	-	-	-	-	-
Advertising	Total 5811	-	-	-	-	-	-	-	-	-
Printing/Reprod	Total 5820	17,230	-	-	-	-	-	-	-	17,230
Internet Connect	Total 5901 01	6,007	-	-	-	-	-	-	-	6,007
Phone, Fax	Total 5902 01	4,072	-	-	-	-	-	-	-	4,072
Postage/Delivery	Total 5903	2,485	-	-	-	-	-	-	-	2,485
Tot Services		328,293	-	-	-	-	-	-	-	328,293
Site Improv	Total 6101 02	-	-	-	-	-	-	-	-	-
Equipment	Total 6400 02	10,000	-	-	-	-	-	-	-	10,000
Tot Capital Outlay		10,000	-	-	-	-	-	-	-	10,000
Corp Admin(7%)	Total 7350 05	149,329	-	-	-	-	-	-	-	149,329
Dist Admin (1%)	Total 5819 05	18,627	-	-	-	-	-	-	-	18,627
Reserve (3%)	Total 7370 05	1,711	-	-	-	-	-	-	-	1,711
Tot Other Activity		169,667	-	-	-	-	-	-	-	169,667

ASPIRE PUBLIC SCHOOLS
Oakland K-5 ELEMENTARY SCHOOL
5 YEAR PRO FORMA INCOME STATEMENT

2/7/2005

Assumptions

Total Enrollment	352	352	352	352
Teacher Staff	16	17	17	17
Student:Teacher Ratio K-3	20:1	20:1	20:1	20:1
Student:Teacher Ratio 4-8	28:1	28:1	28:1	28:1

2004-2005 2005-2006 2006-2007 2007-2008 2008-2009

Startup***

REVENUES

State Aid Per Pupil Revenue		860,576	882,951	906,791	932,181
Federal Income	450,000	147,858	151,601	155,589	159,837
Other State Revenue		352,720	360,821	369,453	378,646
Donations		-	-	-	-
In-lieu Tax Revenue		812,084	833,198	855,695	879,654
TOTAL REVENUES	450,000	2,173,238	2,228,572	2,287,528	2,350,318

EXPENSES

Personnel

Certificated	178,000	948,500	1,012,900	1,041,915	1,071,799
Classified	10,000	130,000	133,900	137,917	142,055
Benefits	37,600	301,490	317,655	323,352	329,221
Total Personnel	225,600	1,379,990	1,464,455	1,503,184	1,543,075

Books & Supplies

Books	93,720	21,690	22,254	22,855	23,495
Materials/Supplies	23,880	39,765	40,799	41,901	43,074
Tot Books/Supplies	117,600	61,456	63,054	64,756	66,569

Services & Other Operating Expenses

Travel and Conference	4,000	11,427	12,412	12,734	13,076
Dues & Subscriptions		1,000	1,000	1,000	1,000
Insurance		14,099	14,465	14,856	15,272
PG&E		24,944	25,592	26,283	27,019
Other Utilities		8,315	8,531	8,761	9,006
Rent		195,712	195,712	195,712	195,712
Rent - Furn/Equip		9,243	9,483	9,739	10,012
Repairs & Maint		6,000	6,156	6,322	6,499
Educ Consultant		162,677	166,906	171,413	176,212
Facilities Contractor		18,075	18,545	19,046	19,579
Other Consultants	11,400	19,224	19,739	20,272	20,824
Printing/Reprod		15,906	16,320	16,760	17,230
Internet Connect		5,546	5,690	5,844	6,007
Phone, Fax		3,759	3,857	3,961	4,072
Postage/Delivery		2,294	2,354	2,417	2,485
Tot Services	15,400	498,220	506,762	515,120	524,005

Capital Outlay

Site Improvements		-	-	-	-
Equipment	91,400	10,000	25,000	10,000	10,000
Tot Capital Outlay	91,400	10,000	25,000	10,000	10,000

Other Expenses

Corp Admin(7%)		138,072	141,589	145,337	149,329
Dist Admin (1%)		17,196	17,643	18,120	18,627
Reserve (3%)		59,174	1,507	1,606	1,711
Tot Other Activity	-	214,442	160,740	165,063	169,667

TOTAL EXPENSES 450,000 2,164,108 2,220,011 2,258,123 2,313,316

NET PROFIT (LOSS) - 9,131 8,561 29,405 37,002

*** CDE Grant Paid Over First Three Years (\$50K, \$200K, \$200K)

Language Arts Instructional Guidelines

K-12 Language Arts

Reading Workshop

Read Aloud	Daily
Guided Reading	4 times a week
Literacy Centers	4 times a week (K-3)
Independent Reading	4 times a week
Literature Study	4 times a week
Shared Inquiry	One week a month
Minilessons	3 times a week

Writing Workshop

Independent Writing	4 times a week
Interactive Writing	2 times a week
Guided Writing	2 times a week
Minilessons	2 times a week
D.O.L.	Daily

Spelling/Word Work

Homework	Daily
Unit Integration	2 times a week

GUIDED READING

Rationale

Guided Reading allows reading instruction to be personalized. Children have the opportunity to develop skills and strategies at their appropriate reading level. Children are engaged in discussion about skills and strategies, comprehension and the enjoyment of reading.

Procedure

Guided Reading is small group instruction, usually 3-6 children, where each student reads the same text. The homogeneous group demonstrates similar reading behaviors and instructional needs. At this point you are able to explicitly teach strategies in the reading process. Students are introduced to a text, students read it independently, silently or in a low voice, though you might have students read orally and talk with them individually about the book. You select teaching points based on the reader's needs and often assign oral or written response or extension activities. You might also engage the students in a few minutes of spelling or word work.

Fluid Guided Reading groups are established with the data from alternate rankings and Running Records. Each educator is expected to complete one at least running record at day, therefore assessing each student oral reading and comprehension at least once a month.

Resources

Leveled Books

Guided Reading, Good First Teaching, Pinnell & Fountas

Guiding Readers and Writers, grades 3-6, Pinnell & Fountas

Classrooms that Work They can all Read and Write, Cunningham and Arrington

INDEPENDENT READING

Rationale

Independent Reading allows students the opportunity to help individuals become readers who enjoy reading, develop their own likes and interests and are consistently learning through their own reading. Students read individually and silently, usually titles are selected independently but occasionally with teacher guidance.

Procedure

Students are introduced to Independent Reading through several minilessons on how to select books, abandon and evaluate books. An organized library helps students select appropriate books and tickles their interest in other genres. While the students are reading independently the teacher is able to have one-on-one conversation with her students.

Resources

A well organized library with a wide selection of books
Guiding Readers and Writers grades 3-6, Pinnell & Fountas
The Art of Teaching Reading, Calkins

READ ALOUD

Rationale

Reading aloud to students allows them the opportunity to experience a variety of different genres. Students are exposed to examples of fluency, voice and book language.

Procedure

This method allows the teacher to model the Reading process. The teacher pauses at significant points, asking for student questions and comments. The teacher shares his/her thinking to demonstrate how experienced readers engage the texts they read. Be careful not to stop for too long a period. The stop could disrupt the flow of the story.

Resources

A well-organized library with a large selection of books

Public Libraries

Guiding Readers and Writers, grades 3-6, Gay Su Pinnell & Irene Fountes

Yellow Brick Roads, Shared and Guided Paths to Independent Reading 4-12, Allen

The Art of Teaching Reading, Calkins

The Read Aloud Handbook, Jim Trelease

SHARED READING

Rationale

Shared Reading allows students the opportunity to join the teacher in reading aloud. This context provides a supportive and risk-free environment for young readers as they begin to attend to print while also enjoying the stories. This activities provides many opportunities for incidental learning about the way language works. Shared Reading is a highly complimentary to the instructional goals of Guided Reading.

Procedure

Shared Reading is a group activity where students join the teacher in the reading of a large print big book, a poem or enlarged message or story. Initially, the teacher reads the story through the first time. Enlarged print enables the students to engage in the group reading process. The teacher or another student points to the print, guiding the others in the process involving the students intensively in the story while having them attend to print.

The technique is used to provide:

- Early strategies such as right to left, return sweep and one-to-one word matching.
- Opportunities for students to practice reading behaviors
- A body of known words that students will use later in independent reading and vocabulary development
- A sense of story and an ability to predict

Resources

Yellow Brick Roads, Shared and Guided Paths to Independent Reading grades 4-12

Guided Reading, Good First Teaching for All, Pinnell & Fountas Guiding Readers and Writer, grades 3-6, Pinnell & Fountas

Classrooms that Work, They Can All Read and Write, Cunningham and Arllington

MINILESSONS

Rationale

Minilessons provide intense direct instruction in a skill or understanding that will be used immediately after the moment of instruction. In presenting a small, focused and strategic lesson the students are able to practice in real contexts and narrow the point of learning.

Procedure

Minilessons are presented in small or whole groups. The goal of the minilessons is to teach a small portion, practice the skill, to discuss what was learned and understand it in a meaningful way. Minilessons should capture the interest without risking boredom.

Resources

Snapshots, Literacy Minilessons Up Close, Hoyt. K-3
Guiding Readers and Writers, gr. 3-6 Pinnell and Fountas
Craft Lessons, Teaching Writing K-8, Fletcher
The Art of Teaching Reading, Calkins
The Art of Teaching Writing, Calkins
In The Middle, Atwell

LITERACY CENTERS K-3

Rationale

The first challenge you encounter when initiating Guided Reading is the management. Literacy Centers are a means to engage all students in independent, meaningful literacy activities that are individualized to the learner's needs.

Procedure

- A. Use the minilessons concept when introducing a literacy center. Literacy centers must be meaningful, productive and usually related to literacy or the interdisciplinary units. It takes several weeks to establish classroom literacy routines that the children understand how to follow. Once the majority of students can work independently during literacy centers Guided Reading activities can be instituted.
- B. This technique establishes:
- Engagement in meaningful literacy routines
 - Management for Guided Reading lessons
 - Independent and joyful time for literacy

Resources

And What Else?, Wright Group

Guided Reading, Good First Teaching for all Children, Pinnell & Fountas

Snapshots Literacy Minilessons Up Close, Hoyt

LITERATURE CIRCLES

Rationale

Literature Study allows the students to develop a deeper appreciation and understanding of literature. By working in small heterogeneous groups based on certain topics, authors, genres or specific titles students are engaged in meaningful discussions based on literature.

Procedure

Students place themselves in small heterogeneous groupings and select a topic or title with the teacher. Students decide upon the length of reading, establish expectations for the literature study meeting and prepare for the upcoming discussion. During the meeting the teacher facilitates the discussion, allowing the students to take turns discussing and facilitating. The routine continues as the group completes the text.

Many teachers are familiar with Literature Circles in the Harvey Daniels method. This may be used as a form of Literature Study.

Resources

Guiding Readers and Writers, Pinnell & Fountas
Literature Circles, Daniels

WRITING WORKSHOP

Rationale

Writing Workshop is an effective structure for supporting developing writers. It is a time of day when students write independently on topics they choose themselves. Writing Workshop can have many definitions; for APS it is defined as a combination of writing experiences that addresses the students individual needs such as Interactive Writing, Guided Writing, Independent Writing and Investigations. This includes assigned and choice writing in a variety of genres and content areas. At APS we expect the Six Traits of Writing to be woven into and through Writing Workshop, seen demonstrated through minilessons and completed works.

Procedure

Writing Workshop needs an hour or so to allow students ample time for activity and interaction in the writing process. The block of time begins with a whole group minilesson based on the needs of your students. The students are then sent to either participate in one of the following: independent writing, interactive writing, guided writing or investigations.

Resources

Guided Reader and Writers, Pinnell and Fountas

Yellow Brick Roads, Allen

In the Middle, Atwell

Interactive Writing, McCarrier & Pinnell

INDEPENDENT WRITING

Rationale

Independent Writing allows students the opportunity to explore the Writing process. Students engage in all aspects of the Writing process: explorations, discovery draft, revision, peer and teacher edit and publication. Often this is a choice writing time but other “Have to” projects can also be done. Independent Writing is an effective activity for individualizing writing instruction.

Procedure

Students work silently and individually during this time. The teacher provides a minilesson based on the needs of the writers. Students move through the writing process as needed for the writing project. Usually students select their own writing topics; occasionally they are assigned. While students are working independently the teacher is able to have teacher editing conferences, small guided writing lessons or additional minilessons, as the deemed necessary. Independent writing usually ends with Author’s chair, student sharing or evaluation.

Resources

In the Middle, Atwell

Guiding Readers and Writers, Pinnell & Fountas

Yellow Brick Roads, Allen

INTERACTIVE WRITING

Rationale

Interactive writing allows the teacher an opportunity to provide writing instruction while sharing the pen with the students, literally and figuratively. The teacher and students collaboratively compose a written message. This instructional context allows the teacher many opportunities to model "How" language works. Students work as apprentices to the expert writer, their teacher. As the year progresses the written message evolves in length, skill and interest leading the students to independence.

Procedure

Interactive writing is used any time the teacher feels the group will benefit from a shared writing task. Interactive writing can be a whole group or a small group activity depending on the needs of the children. The composing of the message is accomplished through an ongoing dialogue between the students and the teacher about the words to use to convey their message. Decisions to invite children "to share the pen" or to have the teacher do the writing is based on the needs of the students. Use Interactive writing to teach:

- Conventions
- Letter sound connections
- Reading and writing process.

Resources

Interactive Writing, McCarrier & Pinnell

GUIDED WRITING

Rationale

Guided Writing allows for individualized instruction. Like Guided Reading, Guided Writing is an opportunity to address specific needs and concerns surrounding writing.

Procedure

In Guided Writing students are temporarily placed in small groups with the intent of providing explicit instruction based on the needs of the students at a particular point in time. The grouping may be formed by the teacher or by student request.

Resources

Writing supplies

Guiding Readers and Writers grades 3-6, Pinnell & Fountas

WORD STUDY/ WORD WORK

Rationale

Word Work allows the student to develop the skills necessary to learn how written language is organized (how it works). The key to the word solving process in reading and writing is that the student learns by doing. This processing system allows them to decode and interpret the meaning of words, while developing strategies for remembering, understanding and learning how words work and increasing vocabulary.

Procedure

Students acquire word knowledge through implicit learning that takes place as they read and write. Word solving skills and strategies should be presented in the form of a minilesson taking no more than fifteen minutes daily and practiced through hands-on activities. Various writing activities such as guided writing and interactive writing provide many opportunities to model spelling strategies focus of the modeling will vary depending on the student's abilities.

Resources

Word Matters, Pinnell & Fountas

Words Their Way, Bear, Invernizzi, Templeton & Johnson

Guiding Readers and Writers, Pinnell & Fountas

Spelling K-8, Snowball

Spelling Through Phonics, Mc Cracken & Mc Crack

HOMework

Rationale

Homework encourages students to get additional support and independent practice in Reading and Writing. It allows students an additional audience in their Language Arts development. Parents become informed about their learners' Reading and Writing interests and it leads to rich discussions about school.

Procedure

Independent Reading is given as a general part of homework. Students are accountable for it every week. It may be tied into the interdisciplinary units, Social Studies or a Writing project.

UNIT INTEGRATION

Rationale

Language Arts integration is vital to the APS Interdisciplinary Units. These science or social studies units require students to collect data, analyze it, draw conclusions, write reports and make oral presentations.

Procedure

Within each Interdisciplinary Unit, each child should participate in gathering information related to the topic of research, a survey, observation, anecdotal notes or other forms of data collection. Students are expected to present their information in written and oral forms to their immediate classroom audience and beyond.

Resources

APS Interdisciplinary Units

DAILY ORAL LANGUAGE

Rationale

Daily Oral Language provides lessons that introduce and review punctuation, capitalization and language usage skills. Students have the opportunity to practice proofreading skills with teacher guidance.

Procedure

Sentences are written incorrectly on the white board. Students copy the incorrect sentences and make any necessary corrections using a different colored pencil. During a group discussion errors are identified and corrections are made to the sentences on the white board. Students are expected to explain the reason for each correction. Any corrections missed by the students are identified and explained by the teacher. Students then copy the correct sentences onto their own paper.

Resources

Daily Oral Language, Instructional Fair, Inc.

SHARED INQUIRY

Rationale

The Shared Inquiry method developed by the Great Books Foundation is a process used to develop students' reading, critical thinking, comprehension and speaking skills through open-ended questions. This process has its own system of note taking, questioning and discussion.

Procedure

Shared inquiry begins by reading an article, short story or chapter of a book.

This process begins with a text opener. The first reading is either read independently or aloud to the class during which students listen and ponder questions to share. Students silently and actively read the piece a second time taking notes in the margins regarding questions, noting evidence to support their opinions and attending to detail with greater attention.

After the second reading students participate in a whole group discussion. The teacher begins this process with a quick minilesson on guidelines of discussion. The teacher having read the piece and developed an interpretive question facilitates the discussion in the Great Books format assuring all students participate. The teacher as facilitator guides the discussion, but never offers her opinion or implies a "correct" answer. S/he may only ask another question to continue the discussion.

Resources

An Introduction to Shared Inquiry, The Great Books Foundation
Grade level appropriate journals

Aspire Mathematics Philosophy

For Curriculum, Instruction and Assessment of Mathematics

Introduction

The Aspire Mathematics Program provides a rigorous curriculum, effective instruction, and useful assessments. In providing this program, Aspire teachers give students with opportunities to build their skills, gain conceptual understanding, and learn how to solve complex problems. The *Mathematics Framework for California Public Schools* (CDE, 2000) states, "A long-standing content issue in mathematics concerns the balance between theoretical and applied approaches. Mathematics is both" (p. 5). Standardized tests and high schools still require students to memorize a large number of math facts and perform a significant amount of algorithmic manipulation (e.g. find "x" in $2x + 12 = 73$). We prepare our students to handle this. We also give our students the opportunity to see the "why" that underlies the rules for symbol manipulation by focusing on conceptual understanding as well (e.g. using a balance to demonstrate what it means to "balance an equation"). Students are also given the opportunity to experience the power of mathematics through problem solving (e.g. creating a scale drawing of the school in order develop a landscaping plan). Aspire also believes it is critical that all students develop a positive attitude toward math and feel that they are capable of learning and applying it.

Curriculum

The Aspire mathematics curriculum is based on the California Mathematics Standards. Our program is designed to build student capacity in mathematical knowledge and skills, conceptual understanding, and problem solving. Teachers use the Harcourt math program for helping students gain mastery over the standards, but texts are used as just one instructional tool among many. Emphasis is given to teaching students to think mathematically and solve problems in order to push their understanding and abilities to use mathematics beyond rote learning of skills and routines. Developing a positive attitude about mathematics is another key goal of the curriculum.

Instruction

The mathematics instruction at Aspire balances time spent on developing and honing necessary skills with time sharing, discovering, exploring, and inventing mathematical ideas. Teachers encourage student creativity and are open to original methods for solving problems. The program also uses many instructional techniques that include personalized instruction, whole class discussion and small group learning.

The ability of students to communicate their mathematical thinking is critical to developing conceptual understanding, so students talk extensively about numerical relationships. Students who are unable to articulate their thinking well are less able to quickly transfer generalizations about concepts to new information or new problem situations; conversely students who can clearly communicate their methods for problem solving are quite able and confident in new mathematical situations. Therefore, students are given many opportunities to practice developing their own thinking, explain it to others and listen to the strategies of other students.

Assessment

Assessment is more than testing basic knowledge and skills at the end of a unit. Rather, on-going assessment is emphasized at Aspire as a key tool in the mathematics program in order to help students continue to grow and improve their learning. Assessment is regularly used as a tool to personalize learning and to modify instruction.

Instructional Guidelines

K - 5 Math

Daily Challenge	Daily
<ul style="list-style-type: none">• Mental Math• Student Led Solutions (SLS)• Math Routines (e.g. calendar math)• Roll & Write	
Mini-Lesson	Daily
Cooperative Groups	Daily
Guided Math	4 times a week
Problem Solving (at least 1 method)	2 times a week
<ul style="list-style-type: none">• Critical Thinking Problem (CTP) with Write-Up• Unit Integration• Project/Problem-Based Learning<ul style="list-style-type: none">○ Service-Learning	
Calculator Math	1 time a week
Math Games	4 times a week
Homework	Daily
Math Journaling/Learning Log	4 times a week
Math Assessment Portfolio	End of each unit
Math Fairs and/or Math Exhibitions	Once a year
Aspire's Cycle of Inquiry	Ongoing
<ul style="list-style-type: none">• Daily Assessment• In House Assessments• STAR – CST, CAT6	
Experiential Opportunities	Once per month

Sample Teaching Model - Conceptual Approach (Whole Group) - For 90 min.
class

(Combine like concepts when possible using one grade level as a guide)

Lesson Part	Notes – SLS/Mini-Lesson Focus	<u>Time</u>
Do Now - SLS	* Problem(s) is on white board or overhead before students walk in. Students routinely begin work as they enter the room. Teacher takes care of administrative duties	5 min 10 min
Mental Math	* Student(s) present solutions and takes q&a * Teacher leads & reviews	5 min
Mini-Lesson (Tiered Concept for both grade levels)	* Teacher leads presentation w/ discussion/q&a	15 min 45 min
Cooperative Groups and/or Independent Work and/or Math Centers	Possible Activities * Students work independently or form teams for guided & independent practice working from math menu on "must do" and "choice" activities. * Teacher circulates around the room assessing understanding, giving probing questions and hints. Teacher pulls guided math groups as necessary. * Teacher checks for homework completion. * Students write in math journals * Calculator Math * Math Games * Problem Solving	
Wrap-up	* Math Assessment Portfolio * Assess student understanding (exit pass option), reflect on day's lesson, assign new homework, review old homework, etc.	10 min

Sample Teaching Model - Linear Approach (Separate Groups) - For 90 min. Class
(Straight through both grade levels as program is laid out)

Lesson Part	Notes – SLS/Mini-Lesson Focus	<u>Time</u>
Do Now - SLS	* Problem(s) is on white board or overhead before students walk in. Students routinely begin work as they enter the room. Teacher takes care of administrative duties	5 min 10 min
Mental Math	* Student(s) present solutions and takes q&a * Teacher leads & reviews	5 min
First Mini-Lesson	* Teacher leads presentation w/ discussion/q&a for first group while the other group works on math menu doing "must do" and "choice" activities.	15 min
Second Mini-Lesson	* Teacher leads presentation w/ discussion/q&a for second group while the other group works on math menu doing "must do" and "choice" activities.	15 min
Cooperative Groups and/or Independent Work and/or Math Centers	Possible Activities * Students work independently or form teams for guided & independent practice working from math menu on "must do" and "choice" activities. * Teacher circulates around the room assessing understanding, giving probing questions and hints. Teacher pulls guided math groups as necessary. * Teacher checks for homework completion. * Students write in math journals * Calculator Math * Math Games * Problem Solving	30 min
Wrap-up	* Math Assessment Portfolio * Assess student understanding (exit pass option), reflect on day's lesson, assign new homework, review old homework, etc.	10 min

The schedules above were developed as an **aide in visualizing** the implementation of the Instructional Guidelines (IG's). It is expected that **teachers will develop alternate schedules** in implementing the IG's in their classrooms.

DAILY CHALLENGE

MENTAL MATH

Rationale

Mental Math is a way to get the students thinking at the beginning of class and/or to take advantage of transition times. Students problem solve without pencil or paper in a whole class setting. The students follow-up by explaining their thinking. It is an opportunity for students to exchange points of view with their peers, to clarify, validate and justify their mathematical thinking.

Procedures

Mental Math is an oral presentation of standards based math problems that students must compute mentally. The problems should include the appropriate math vocabulary and concepts found in the California Mathematics Standards and textbooks.

Ideally the Mental Math problem should range in length from 2-4 steps and generally should take up no more than 2-5 minutes of class time. Mental Math problems are to be replayed by asking students to recall each step, one at a time, with the appropriate answer generated for each step. The more complex math computations occur at the end of the problem.

Materials/Resources

California Mathematics Framework

California Math Standards

Aspire Math Assessments (give similar questions)

Student Math Text

"Math Matters" website (<http://www.edserv.sjcoe.net/mm/hp.htm>)

STUDENT LED SOLUTIONS ("SLS")

Rationale

Daily practice in math problems helps students become more efficient in their mathematical processes and conceptual understanding. Student Led Solutions ("SLS") is a daily routine that assists students in practicing basic computational and procedural skills, developing conceptual understanding, developing mathematical confidence, and preparing for high stakes tests. It may also serve as an assessment tool to be used later with Guided Math.

Procedure

The teacher prepares 1 to 3 problems each day that are displayed using the overhead projector, white board, chart paper or some other visual that the whole class can see. Teachers may choose to have students work on the problems individually, with partners, or as a group. The teacher circulates around the class giving hints and then finds at least one student for each problem who will share their solution methods with the rest of the class. The teacher may hand out overhead sheets so the students can transfer their work and present their thinking to the class at the overhead. Students will be presenting their unique solution methods to the class. Discussion and questions should be encouraged.

Ideally, SLS should take no more than 5-15 minutes, however, sometimes the mathematical discussion generated by the problems is so worthwhile that the discussion and ensuing explorations can take up a whole math period or more. It's O.K. to come back to the problem(s) later in the day or later in the week.

Materials/Resources

California Mathematics Framework

California Math Standards

Student Math Text

Aspire Math Assessments (give similar questions)

"Math Matters" website (<http://www.edserv.sjcoe.net/mm/hp.htm>)

MATH ROUTINES

Rationale

Math routines allow student to see the relevance of math in everyday situations. These short activities build skills needed for more in-depth problems.

Procedures

These activities vary depending on the teacher and the grade levels. They may center on classroom management such as taking attendance, daily schedule or collecting lunch money. It may also be a daily estimation challenge, calendar activities or a museum of objects that come in groups of twelve.

Materials/Resources

California Mathematics Framework

California Math Standards

Student Math Text

Aspire Math Assessments (give similar questions)

Mathematics Their Way, by Mary Baratta-Lorton

ROLL & WRITE

Rationale

Roll and write is a math mastery game that gives children practice in basic math operation. It allows children to work against their "personal best" and continuously improve. It allows personalization for learning by letting students work at different levels.

Procedures

The teacher assigns students a specific level based on a current assessment. Each child collects the appropriate dice for his/her level and a piece of paper. The paper is dated. A timer is set for five minutes and student begin rolling their dice and writing an equation and its solution. The teacher roves around the classroom, checking for accuracy of answers and quietly lets a child know if she or he needs to correct the solution to one of their equations. When the timer rings, the teacher records for each child the total number of problems solved. A general guide is that a level is considered mastered if the student solves 30 problems in five minutes, but this may vary.

This technique can be used to have children master:

Addition
Subtraction
Division
Multiplication
Fact families
Decimals
Percents
Fractions
Exponential Notation
Square roots

Materials/Resources

- Colored 2 inch dice available at Teaching Resource Center 800-833-8552 #97-6500
- More information can be found in Math Games for the Primary Grades by Nancy Norman.

MINI-LESSON

- **Focus on Meaning**
- **Group Discussion & Openness to Student Solution Methods**
- **Myths & Misconceptions**

Rationale

The Mini-Lesson is used to develop mathematical competency in the standards in a group format. An emphasis is placed on putting the students in the center of learning through developing mini-lessons based on need and allowing for students to share unique solution methods. A focus on meaning and understanding of concepts is emphasized while developing computational, procedural, and problem solving skills. Teachers also focus on addressing common myths and misconceptions that students may have regarding the mathematics.

Procedure

Mini-Lessons usually last from 10-15 minutes and can take many forms. An inquiry approach can be used where the teacher puts up a new or complex problem and asks questions of the students to guide them in understanding the concepts and skills in solving the problem. Or, the teacher may ask students to try to solve a problem individually, with a partner, or in groups and have the students present their methods. Another method is for the teacher to present the concept and/or skill while encouraging and allowing students to ask questions. Whichever approach a teacher takes, a focus on meaning should be emphasized that:

- Allows students to construct meaning.
- Creates contexts closely related to real-life.
- Emphasizes how ideas are connected.
- Makes use of student interests and backgrounds.
- Connects math to other subjects.

In multi-age classes, teachers may address the whole class through a tiered concept mini-lesson. An example of this approach in a grade 4/5 multiage class is teaching students the concept of negative integers (4th grade standard) while also teaching how to add and subtract with negative integers (5th grade standard). This gives all students the opportunity to meet the lesson at their developmental level. More experiential lessons and project-based learning lend themselves better to this model. Another approach is to deliver a different mini-lesson to each ability group. Mini-lesson formats may change daily based on whatever

the teacher believes will work best for his or her students. Whichever approach is used all students' individual needs must be met.

How to read and use a math text should be addressed during mini-lesson early in the school year as well as periodically as the year progresses. Students who have skill in using their math texts (e.g. looking up topics in the index, finding definitions in the glossary, finding examples that model a problem they are trying to solve, etc.) will experience more success.

Addressing common myths and misconceptions in mathematics should be addressed in mini-lesson as new topics are introduced throughout the year.

Materials/Resources Text

Harcourt Text
California Math Standards

COOPERATIVE GROUPS

Rationale

Groupwork has the potential to enhance learning in a mathematics classroom. The National Council of Teachers of Mathematics (NCTM) also expects “students to communicate their mathematical thinking coherently and clearly to peers...” Achieving the potential to enhance learning and realizing effective mathematical communication between students is a complex and challenging task. Students that are not well trained in working together with peers can pose significant problems in class, therefore, teachers using cooperative groups need to teach students the skills necessary for working in an effective team that will establish a positive class culture for teamwork and mathematical discussion. When this culture is effectively established students willingly share the responsibility for learning, and this increases conceptual learning, skill development, creative problem solving, social skill development, and oral language proficiency.

Procedure

Given the complex nature of working in teams, students first need training on how to effectively do it. Procedures need to be developed for getting in and out of teams efficiently. Group norms and expectations need to be established on how to work as an effective team. Teachers need to work with students on how to help one another and establish techniques for effectively helping team members to help one another. Regular reflection and/or teamwork scores (teamwork rubrics can be a good reflection tool for students) can help students work effectively in teams.

Once students have had the necessary training on how to work in teams, students can then form teams to help one another in solving problems and learning new concepts and skills. Various types of teams can be used (e.g. team of 2, team of 3, or team of 4) based on the task and classroom dynamics. The type of task may vary from simply helping one another on the day’s practice problems to solving a complex problem that may last a day, week, or months. In tasks that are more routine and procedural, students must be trained that they are not to give answers and to not allow for copying, but rather they need to help their peers figure out the problems on their own and only provide hints and suggestions. In more complex tasks, students may take on roles (e.g. team leader, artist, facilitator, project manager, engineer, writer, etc.) where the students rely on one another to complete the task.

There may be days and certain tasks that are best done individually or the class may not be capable for effective teamwork, but on most days students will be able to work with at least one other student with whom they can collaborate.

Materials/Resources

- *Appendix A for Cooperative Learning Tools*
- *Cooperative Grouping Strategies*
(depts.washington.edu/cidrweb/GroupTools.htm)
- *Designing Groupwork – Strategies for the Heterogeneous Classroom* by Elizabeth Cohen (1986)

GUIDED MATH

Rationale

Guided Math allows teachers to work with small groups of students with similar math needs. It allows the personalization of instruction and more one-on-one time with students. Students can either receive remediation and re-teaching or tackle more difficult concepts with the support of a teacher in a guided math group or one-on-one instruction.

Procedures

Based on a variety of assessment results (e.g. Aspire Math Assessments, quizzes, chapter tests, "tickets out the door," etc.) teachers determine the individual math needs of students. While other students are working in cooperative groups, the teacher calls together a small group of students or individuals who need instruction or guided practice on the same topic.

Materials/Resources

Student Assessment Portfolio
Aspire Math Assessment
Assessments in text

PROBLEM SOLVING

Rationale

Students must be able to reason, problem solve, communicate and make real life decisions that require mathematical thinking. Teaching students problem solving skills and giving them opportunities to apply their skills is critical to developing their capacity to solve mathematical problems that arise in all our lives (e.g. starting a small business, figuring out the area of a room in order to purchase the correct amount of paint, filling out a tax return, tracking and setting goals for investments, etc.)

Procedures

Problem solving should be done whole class, small group and independently. As a group, the teacher models strategies to solve problems and explains his/her metacognition. With a partner or small group students should explain their thinking and justify it.

Overall, students should understand the problem, be able to solve it in more than one way, be asked to show their work through drawings, charts and equations, create similar problems, clearly communicate their thinking, and connect it to similar problems and solutions.

Problem solving instruction and practice can be achieved using one or more of the following methods (CTP, Unit Integration, and PBL/Service Learning) as described below.

Critical Thinking Problem (CTP) with Write-up

CTP's are complex problems that students work to solve and then write up their solution. Students should have a copy of the evaluation rubric prior to attempting to solve the problem and writing up their solution. More weight should be given to mathematical thinking and a good write up than finding the correct solution. Students should be given little direction at the beginning with hints as time goes on. Ultimately, students should have an opportunity to discuss their mathematical thinking and see a variety of solutions to the problem. Students can also learn a great deal by revising a write-up after the teacher or a peer has had an opportunity to review their work (see Appendix B for CTP Tools).

Unit Integration

Math instruction exists within Aspire Public Schools (APS) Interdisciplinary Units. These science or social studies based units that teachers design each year require students to collect data, analyze it and draw conclusions. This natural use of math makes it a logical source of math instruction. Math teachers should coordinate with teachers from other disciplines to integrate math across the curriculum

Within the interdisciplinary unit, each student should participate in gathering information related to the topic by research, a survey, observation or other forms of data collection. The project should require an individual, a small group or the whole class to analyze the information. This may be done through graphs, tables, measurements or statistics. The problem must be directly related to the concepts included in the unit.

Project/Problem-Based Learning (PBL) - including Service-Learning

Students can learn basic concepts & skills through problem solving. Students are able to understand concepts without prior or concurrent skill development.

Materials/Resources

For CTP's

- mathforum.org/pow/
- Appendix B for CTP Tools
- Math Solutions Publications (www.mathsolutions.com)
About Teaching Mathematics: A K-8 Resource Book.
50 Problem Solving Lessons
Math Solutions Newsletter
- Daily Mathematics: Critical Thinking and Problem Solving (McDougal, Little and Co., 800-733-2828)

For Unit Integration

- AIMS (Activities Integrating Math and Science) Education Foundation books and newsletters (www.aimsedu.org)
- GEMS (Great Explorations in Math & Science) Units (www.lhs.berkeley.edu/GEMS/GEMS.html)

For Project/Problem-Based Learning

- Project/Problem-Based Learning (www.bie.org/pbl, www.imsa.edu/team/cpbl/cpbl.html)

CALCULATOR MATH

Rationale

Technology is a part of our environment. Calculator math acknowledges this prevalence. Once a student understands the algorithm, the calculator frees up time spent on repetitive tasks. It allows students to focus on decision-making, reflection, reasoning and problem solving. Students can learn more mathematics more deeply with the appropriate use of technology.

Procedures

These activities can be done whole group or within guided math in a small group setting. Independent practice with calculators used to check answers can be found in Math Games for Primary Grades on page 31.

Materials/Resources

Math Games for Primary Grades by Nancy Norman
TI-108 Calculator – Wholesale Electronic Supply 1-800-880-9400

HOMework

Rationale

When students complete their math homework it extends their opportunity to learn mathematics beyond the school day. It also encourages students to gain additional independent practice and enrichment.

Procedures

Math homework is given daily in reasonable amounts (gradually more as students progress in grade level).

Students are given the opportunity to check their work. Many methods can be employed for checking homework for accuracy – putting answers on the overhead, having students write their solutions on the board, class discussion, etc. Research has shown that the more specific the feedback is the better, but the realities of teaching will determine which assignments will get more feedback. Students should also be held accountable for doing their work through a system developed by the teacher (e.g. recording checks on a class graph, checks in a grade book, stamping an assignment sheet, randomly collecting papers, etc.)

When homework is assigned for independent practice, it should be structured around content that students feel fairly comfortable with. Research has shown that parental involvement in homework should be minimal, limited mostly to setting up the structure for completing homework.

It is reasonable that homework will be scaffolded based on a student's ability to complete the task.

Materials/Resources

Classroom Instruction That Works by Robert Marzano, et. al. (2001),
Chapter 5 "Homework and Practice, pgs. 60-61.

Math Games

Rationale

Math games allow learning to be personalized. Students have opportunities to practice developing their own thinking, explain it to others and listen to the strategies of other students. Students talk extensively about numerical relationships. The ability of students to communicate their mathematical thinking is critical to developing conceptual understanding. Students who are unable to articulate their thinking well are less able to quickly transfer generalizations about concepts to new information or new problem situations; conversely students who can clearly communicate their methods for problem solving are quite able and confident in new mathematical situations.

Procedures

Students are introduced to new games in a whole group lesson with the teacher playing with one or two students while the rest of the students watch. After students are introduced to the new game, each pair of students gets the materials for the game and begins to play. The teacher moves from pair to pair of students, listening carefully to the strategies which the students articulate as they play the game. During this time, the teacher may also have Guided Math time.

Once a few games are mastered, the teacher can pick and choose appropriate games based on students' needs. The games can be adapted to become easier or more difficult.

Materials/Resources

- A wide variety of games including the concepts covered along with the materials needed are included in the following books:

- Math Games for the Primary Grades by Nancy Norman
- Family Math by Stenmark, Thompson and Cossey
(equals.lhs.berkeley.edu)

- Math Games -

mathforum.org/library/resource_types/games/branch.html

- www.funbrain.com

- www.aplusmath.com/Games/index.html

- www.aamath.com/B/game.htm

Math Journaling/Learning Log

Rationale

Education research has shown that the process of reflection increases learning for understanding. Reflection occurs when students consciously think about their experiences. Turning ideas over in their head, thinking about things from different points of view, stepping back to look at things again, and consciously thinking about what they are doing and why they are doing it are all ways to reflect on what they are learning in class. In other words, stopping to think carefully about things, to reflect, is almost sure to result in establishing new relationships and checking old ones. It is almost sure to increase students' understanding of the material.

Math journals, also called learning logs, provide another vehicle to explain mathematical thinking. It explicitly connects language arts and math. It also allows for another form of assessment. Instruction can be individualized through teacher comments, assignments, etc. in the log. It may also identify or relieve math anxiety.

Procedures

Students are assigned to reflect on mathematics and to connect what is discussed/learned in class to examples in the real world or other mathematical ideas.

Teachers may use learning logs at anytime during the class. They may be used as a "Do Now" activity that students routinely do as they come into class, during class time as a "Quick Write" concerning a certain topic or concept, or as a way to summarize the learning for the day. Some teachers may decide to have students reflect on the day as a homework assignment.

Some writing prompts for the Learning Log include, "What I know is....," "What I've learned is....," and "What I want to learn is...."

Materials/Resources

<http://math.about.com/library/weekly/aa123001a.htm>

Math Assessment Portfolio

Rationale

Much like the learning log, math portfolios provide another vehicle to explain mathematical thinking and assess mathematical understanding and growth. It explicitly connects language arts and math. Students reflect on and assess their own work that becomes a powerful tool for growth and improvement. The teacher becomes like the doctor who can diagnose areas of strength and areas that need improvement.

Procedures

Teachers set up folders and/or binders for all students where assessment records, samples of student work with student reflections, and records of teacher/student conferences are kept. The portfolio is a valuable tool for communication between teacher and student, teacher and parent, and student and parent. The folder contains records of pre and post assessments as well as "showcase" examples of student work after each unit. Teachers are responsible for keeping the portfolios in a secure location. Portfolios are passed on to the next math teacher to be used as baseline data.

Materials/Resources

Appendix D

<http://www.teachervision.com/lesson-plans/lesson-6380.html>

<http://www.teachervision.com/lesson-plans/lesson-6384.html>

<http://team12.gallaudet.edu/math/portfolio.html>

http://www.ed.gov/databases/ERIC_Digests/ed388890.html

Math Exhibitions & Math Fairs

Rationale

Math Exhibitions & Math Fairs give students an opportunity to use many practices supported by research that include more opportunities to learn mathematics, a focus on meaning, learning new concepts and skills while solving a problem, opportunities for invention and practice, and using concrete materials.

Procedures

At least once a year, teachers create opportunities for students to demonstrate their understanding of the math standards and important math concepts through student designed hand-built projects. Students are given this opportunity in order to see the real world application of math as well as to delve deeper into math concepts and applications that interest them. Students present their work to an outside audience who then give them feedback on their mathematical reasoning as well as their presentation.

Teachers may decide to hold a Math Fair where students research a topic in depth, create displays and reports demonstrating their knowledge and understanding, and then present to large groups of visitors that come to see the fair. Teachers may also, or in addition to, hold Math Exhibitions requiring students to demonstrate their mastery of math standards. Some schools decide to first do a Math Fair that allows a student an opportunity to practice and gain feedback on their work and then present in the Math Exhibition.

Materials/Resources

- <http://math.youngzones.org/MathFair.html>
- <http://www.mathteacherstore.com/middle/midlcopy/5-8mathcopy/titles/mafa/mafamain.htm>

Aspire's Cycle of Inquiry

Rationale

Assessment is more than testing basic knowledge and skills at the end of a unit. Rather, on-going assessment is emphasized at Aspire as a key tool in the mathematics program in order to help students continue to grow and improve their learning. Assessment is regularly used as a tool to personalize learning and to modify instruction. Both teachers and students use assessment data as a method of reflection and cycle of inquiry to influence instruction.

Procedures

The Aspire Math Assessment is given to students three times per year, the first week of school, again in December or January, and lastly at the end of the school year. The results from the first assessment are used as a baseline for setting goals for the new school year. The results from the mid-year assessment administration are used to reflect on progress, set new goals, and modify instruction. The end of the year administration is used to measure yearly growth and as a tool for the following school year.

Materials/Resources

Aspire Math Assessments

Experiential Opportunities

Rationale

Students need to be given the opportunity to experience the power, excitement and beauty of mathematics. Some of the ways students can experience this are through guest speakers, field trips, and clubs.

Procedure

In planning the yearly calendar, teachers plan regular experiential learning opportunities that relate to the topics studied in class. Approximately once a month some type of opportunity is planned. This may include inviting scientists, engineers, mathematicians and business people in to discuss how they are using math in their careers. It may also be a field trip to a local business, university or museum.

Math Clubs are another way for students to experience the power, excitement, and beauty of math. One type of club is the Math Engineering Science Achievement (MESA) program. Starting a MESA program is a way to get students to use math in a powerful way and prepare them for a career using mathematics.

Materials/Resources

Appendix D

MESA website: <http://mesa.ucop.edu/home.html>



TEACHER APPROVAL SIGNATURES
Aspire Oakland Elementary School

Total number of teachers estimated to be employed at the school during the first year of operation: 18.
 We agree to the contents in the charter of the Aspire Oakland Elementary School charter petition, and will work towards its implementation. Our signatures indicate that we are teachers meaningfully interested in teaching at the Aspire Oakland Elementary School.

TEACHER'S NAME (Please print)	SIGNATURE	ADDRESS	PHONE #	TYPE OF CREDENTIAL HELD	COLLEGE DEGREE HELD
Angela Devencenzi		880 Walker St. #1 San Francisco CA 94117	(415) 305-3004	Mult. Subj. cred / Clear	child and Adolescent Development
Elizabeth Jordan		1931 Alford Ave Los Altos 94041	(650) 269-7774	Mult. Subj cred	English ; Psychology
Miriam DeSanthuis		550 Kirkman St #2 San Francisco CA 94115	(415) 465-6358	Mult. Subject	Liberal Arts
Denise Brooks		550 Spruce Lane 3849 Quora	(550) 588-0178	SS cred / Admin serv	English / Admin / ED.



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Rosanna Rosanraru		120 Byron Street Oakland, CA 94601	550 289 9541	Mult. Subj.	BA Literature
Laura Ramirez		525 INDIANATOR STREET #4 PAID ATR, CA 94301	(415) 756-6807	MULT. Subject	Economics + History
Allison Leslie		3859 Patterson Ave, Oakland, CA 94619	(510) 4130	Multiple Subject	Literature/ writing
Lat Shumaker		1113A Pine St. Merulo Park, CA 94025	650-322 2988	Multiple Subject	Public Policy
Sharon Johnson		1532 Clannys Palo Alto, CA 94303	(650) 678-7135	Multiple Subject	Ed/Social Policy