



ASPIRE ERES ACADEMY

RENEWAL CHARTER for the term July 1, 2019 through June 30, 2024

Original Charter Approved by Oakland Unified School District
2009

Charter Renewal Approved
February 12, 2014

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Aspire ERES Academy: Assurances

Aspire ERES Academy (“the Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, and shall:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
2. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
3. Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
4. Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
5. Will not exclude admission based on the student’s or parent’s/guardian’s place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
6. Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.
7. Will comply with all applicable portions of the 2001 reauthorization of the Elementary and Secondary Act (also known as “No Child Left Behind”). (20 U.S.C. § 6319.)
8. Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
9. Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
10. Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.

11. Will provide to the Office of Charter Schools information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects, if any, upon the school and authorizing board.

12. Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.

13. Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”

14. Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).

15. Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).

16. Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.

17. Will submit an annual report and annual independent audits to the OUSD Office of Charter Schools by all required deadlines.

18. Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).

19. Will submit required enrollment data each March to the OUSD Office of Charter Schools by the required deadline.

20. Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).

21. Will operate in compliance with generally accepted government accounting principles.

22. Will maintain separate accountings of all funds received and disbursed by the school.

23. Will participate in the California State Teachers' Retirement System, and/or the California Public Employees' Retirement System, and/or other retirement systems, as applicable.

24. Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.

25. Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(1).

26. Will at all times maintain all necessary and appropriate insurance coverage.

27. Will submit to the OUSD Office of Charter Schools the names, mailing addresses, and employment and educational histories of proposed new members of the Board of Trustees prior to their service.

28. Will, in the event the Board of Trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, provide for approval of such contract by the Board of Education in advance of the beginning of the contract period.

29. Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government section Code 54950 et seq.)

30. Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).

31. Will provide financial statements that include a proposed first-year operational budget with start-up costs and anticipated revenues and expenditures necessary to operate the school, including special education; and cash-flow and financial projections for the first three years of operation.

32. Will provide to the Office of Charter Schools a school code of conduct, Board of Trustee bylaws, an enrollment policy, and an approved certificate of building occupancy for each facility in use by the school, according to the schedule set by the Office of Charter Schools but in any event prior to the opening of the school.

33. Will be located within the geographical boundaries of the District in locating its site, or otherwise comply with the requirements in Education Code section 47605 and 47605.1.

34. Will agree to defend, indemnify and hold harmless the District against any and all liability and claims arising out of the Charter School's acts, errors and omissions.



9/26/18

Kimi Kean
Bay Area Region Superintendent
Aspire Public Schools

DATE

INTRODUCTION

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire ERES Academy (“The Charter School”).

Aspire Public Schools was founded in 1998 by experienced educators and entrepreneurs to enrich students’ lives and to contribute to innovation in local public school systems. Aspire Public Schools currently operates charter schools at 40 different campuses in various school districts in the states of California and Tennessee. Aspire is a national non-profit 501(c)(3) public benefit corporation with a vision that every student is prepared to earn a college degree. Aspire Public Schools’ mission is to open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

The Charter School has been chartered in the OUSD (“District”) under the auspices of Aspire since 2009.

Aspire ERES Academy is a public charter elementary school in the Fruitvale community. We believe that every one of our students should, and will, have the opportunity to go to college and that it’s our responsibility to prepare them for middle school, high school, and beyond. College for Certain! ERES Academy was founded in 2009 in response to community requests when the Dolores Huerta Learning Academy was closed. Our founding families and staff created our name around our school values: E for education, R for responsibility, E for empowerment, and S for success. Every day we work to ensure that all of our students are receiving the socioemotional and academic support they need to transform the world into a more equitable and just place. We do this work through constant collaboration among teachers, staff, and families on a daily basis.

In 2017-18, ERES served 223 students in grades TK-8, with approximately one third from the Fruitvale and Jefferson neighborhoods, one third from the Fremont and Fairfax neighborhood and one third from the Lockwood Gardens/Havenscourt neighborhood. Aspire ERES Academy serves a diverse population of higher need than OUSD in several aspects. In 2017-18, 93% of students qualified for free or reduced priced meals as compared to 74% in OUSD, 94% were Hispanic or Latino, and 3% were African American. 13% of students served were supported through an Individualized Educational Program and Special Education services as compared to 12% in OUSD. 51% of students were English Learners as compared to 31% in OUSD. Many of our families have multiple children attending ERES. Most of our scholars will be the first in their families to go to college, so we—ERES staff and families—hold high expectations for them every day.

At Aspire ERES Academy, we are committed to creating a safe, caring, academically rigorous and inspiring learning environment where students develop the skills, knowledge and traits to become college-educated leaders in their communities. Our vision is for all ERES graduates to become critically literate and empowered, prepared for high school, and ready to leverage college and create a more just world. 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 providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

Our current mid-range goal is that in three years, all ERES scholars will be reading on grade level (as measured by SBAC) and there will no longer be a gap in academic achievement between scholars who receive FRL and those who do not. To realize this goal, we are focusing on:

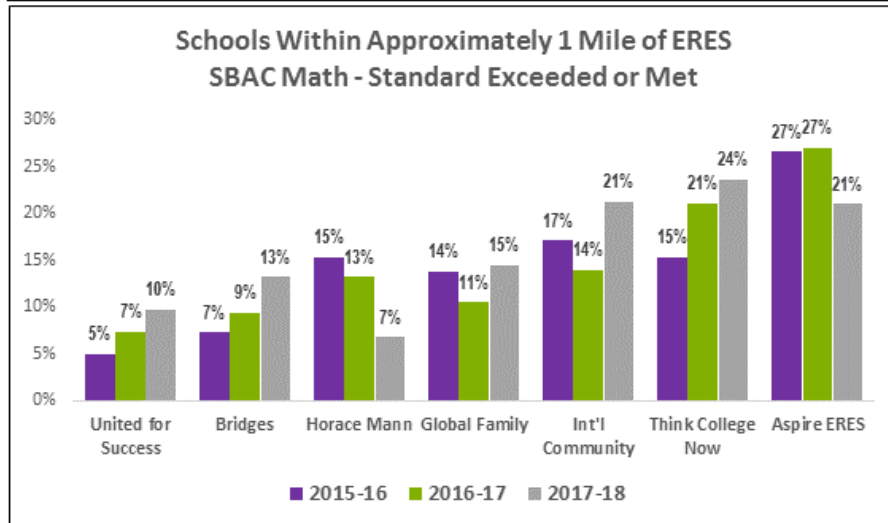
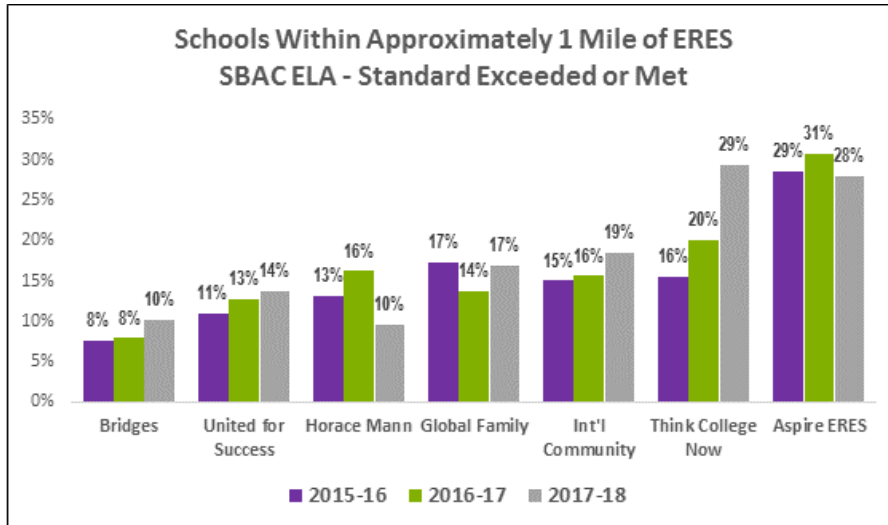
1. scholars developing a joyful reading identity by understanding themselves as a reader, actively working toward their literacy goals, and using texts, writing, and discourse to engage in and understand the world around them.
2. improving our school culture by developing both scholars' and educators' socio-emotional skills, in order to increase proactive problem-solving, attendance, and time in class, while decreasing disproportionate discipline outcomes by gender
3. preparing scholars for a high school experience that emphasizes college and career pathways through access to rigorous CCSS and NGSS aligned curriculum in ELA, Math, Science, and History, and Blended Learning programs that build 21st century skills
4. deeply engaging our families as partners in pursuit of our collective vision

Everything about Aspire ERES Academy from the college swag in our classrooms to our data-driven rigorous instruction — is designed to put our students on the road to a four-year degree. Helping our students realize the college dream is a challenge that requires the hard work of every member of our school family: our students love learning and achieve amazing results; our staff is the hardest-working group of professionals in the business; our parents and families are involved in supporting every aspect of our college-going culture; and our community partners, volunteers and supporters enable us to meet the unique needs of our students and our community. In our 2018 family survey, 94% of families responded affirmatively that they feel a sense of belonging with their child's school community.

Since 2014, ELA performance has increased from 23% to 28% of scholars meeting or exceeding grade level as measured by the SBAC. More recently we have focused in on closing the gap

earlier through focusing on early literacy achievement using the Early Reading Diagnostic, an invaluable resource from our SEEDS partnership. In 2017, whereas 4% of our TK-K scholars showed kindergarten readiness, by the end of the school year, 78% were meeting literacy benchmarks on the average of all ERD subtests.

In comparison to similar schools in the neighborhood, our SBAC results in 2015-16 and 2016-17 outperform our peers in both ELA and Math and all peers except TCN in 2017-2018.



We are proud of our focus on increasing reading levels over the last two years through on-going professional development in a balanced approach to literacy, including planning for standards-based instruction. As a result, we have seen great growth in the number of students reading on grade level and/or students reading below grade level making 1 or more years reading growth in a single school year. In 2016-17, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 15 percentage points from the beginning of the year to the end of the year. The next year as seen in the table below, in 2017-18, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 14 percentage points. In both years the number of students reading on or above grade level at least doubled: in 17-18

growing from 12% of students reading on or above grade level to 26% of students reading on or above grade level. Additionally, we were able to reduce the number of students reading far below grade level from 52% at the beginning of the year, to 28% by the end of the 17-18 school year.

The Charter School's present charter term is set to expire on June 30, 2019. The Charter School complies with the legal requirements for renewal as set forth in Education Code § 47607(b)(4) such that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

The Charter School has done a financial analysis and projections that support continued operation of a TK-8 school in the District on a financially sound basis.

The Charter School has a year to year lease in its current facility, which is available to renew. The Charter School will continue to seek improved facility options through Prop 39 applications to OUSD and through exploring outside facility options.

Please refer to Appendix XIX for the financials.

The Charter School is located at 1936 Courtland Ave, Oakland, CA 94601.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions Oakland Unified School District ("the District") to renew the charter for the Charter School for a five-year period, from July 1, 2019 to June 30, 2024.

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 Charter 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 Charter Schools established under this part accountable for meeting measurable pupil outcomes, and provide The Charter 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 Charter School has made and will continue to make important contributions to the legislative goals outlined above. By granting this renewal, the District will help fulfill the intent of the Charter Schools Act of 1992 (“Charter Schools Act”), while providing students in the District with a small school option.

PETITION ELEMENTS

Element 1

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

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

In accordance with SB 1290, The Charter School pupil outcomes related to annual academic achievement goals will be set and disaggregated by all numerically significant subgroups as defined in Education Code section 52052; including race/ethnicity, socio-economic status (SES), English Learner status, and Special Education designations, in the state priorities that apply for the grade levels served or the nature of the program operated, as well as the specific annual actions to achieve those goals, any additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those additional goals.

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

The Charter School’s pupil outcomes, disaggregated by numerically significant subgroups in compliance with Education Code section 47607(b)(5)(A)(ii), are as follows:

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Aspire ERES Academy	Jenna Ogier-Marangella, Principal	jenna.ogier-marangella@aspirepublicschools.org ; 510-292-7296

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

ERES Academy is direct-funded charter school in Oakland, CA. It is chartered through Oakland Unified School District.

The school serves approximately 220 students in grades tk-8. The school's demographic profile is 92.3% Latino, 4.9% African-American, .9% Asian-American, 0% Caucasian, and 55% English Language Learners. 95% of the student body eligible for the free and reduced price meals program.

ERES ACADEMY is part of the non-profit Aspire Public Schools (APS). Aspire serves ERES ACADEMY through business services, professional development and other operational support.

Aspire's vision is that every student is prepared to earn a college degree and was founded to address the long-standing inequities in TK-12 education. The school's mission is to open and operate small, high-quality charter schools in low-income neighborhoods in order to: increase the academic performance of historically underserved students, develop effective educators, share successful practices with other forward-thinking educators, and to catalyze change in public schools. Specifically, at ERES ACADEMY our mission is to empower scholars with the socio-emotional and academic skills necessary for secondary success and college readiness, leading to success in any career and life, and positive transformative change in their communities and the world.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

As an organization, region, and school, we paired down our priorities after 2016-2017 from 15 goals to 3 goals to reflect our most important work and ensure that the historically underserved students are prioritized in our actions, services, and plans. Significant changes in our organization and school including Common Core State Standard and Next Generation Science Standard aligned curriculum and instruction, multi-tiered supports of progress monitoring and intervention, and an emphasis on social emotional curriculum and development. They are guiding the way for great reform and positive

growth on our student socio-emotional and academic outcomes, as evident in the data. The first year has seen success in our English Learner progress toward proficiency and redesignation rate, and for our Students with Disabilities within English Language Arts.

As this was our first year pairing down our foci, we remain committed to our metrics and expectations for growth as we continue to focus on aligning our instructional practices and materials, analyzing data through Tiered approaches, and offering social emotional development and alternatives to suspension in order to change student outcomes. Our academic assessment results in math, as well discipline and chronic absentee rates, will make positive growth as we remain committed to changing these specific outcomes for our students.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

One of Aspire ERES Academy's greatest areas of progress has been the increase in our English Learner Progress (1-12). At the Blue performance level, 86.2% of English Learners made progress towards English proficiency. This was a +32.5% increase from the previous school year. We were able to achieve this progress through the adoption of Common Core- aligned, rigorous curricula across grades K-8: for k-5 Lucy Calkins Reader's and Writer's Workshop, and 6-8 StudySync. In grades 6-8, students also participate in an additional daily 45 minute "academic literacy" block, driven by the Reading Apprenticeship framework. Weekly internalization of standards and the new curricula, professional development around literacy instruction, and data inquiry cycles allowed teachers to review reading and writing data in order to immediately adjust instruction and better meet the needs of our English Learners. Additionally, our school adopted Leveled Literacy Intervention (LLI) as our primary intervention curriculum, with two designated intervention teachers across grades K-8. Three literacy screeners/assessments, which included the ERD, F&P, and STAR, in addition

to CELDT data, allowed interventionists to tier student needs and identify which students needed additional instructional support.

Another area of growth is within English Language Arts (3-8). Students with Disabilities significantly increased by +20.6 points. Last year, we identified our greatest area of growth to be increasing the academic success of Students with Disabilities. In 15-16, 0% of students with disabilities achieved proficient or advanced scores on SBAC in ELA. We aimed to increase achievement for students with disabilities by increasing the number of special education teachers serving students with disabilities, in order to decrease caseloads and increase availability for small group and intentional push-in instruction. We also planned to use the Leveled Literacy Intervention (LLI) program to prioritize students with disabilities to ensure they received the most concentrated daily small group reading intervention.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

One of Aspire ERES Academy’s greatest needs is to improve our *Suspension Rate* (k-12). At the red performance level, our rate is at 7.3% and for all students increased by +2.8% from the following year. Additionally, Students with Disabilities had the highest significant increase by +15%. We aim to significantly lower our suspension rate and suspension behaviors by adopting Ruler, a socio-emotional curriculum created by the Yale Center for Emotional Intelligence. The curriculum focuses on the power of emotions to create more compassion and empathy among students, and growing emotional intelligence. The proposed programmatic strategy will continue to create a more positive and safe school learning environment. Additionally, building on our strategic Positive Behavioral Intervention Systems (PBIS) plan, coupled with Restorative Practices, our rate of incidents, referrals, and suspension rate has already decreased, with more students in class learning at all times. For example- in Semester 1, we saw a reduction in the number of office referrals and our suspension rate was 3.8%. While we were able to reduce the overall number of student referrals and suspensions, we are still seeing a disproportionate number of referrals for our male students. Our advisory teachers, MS

team, MTSS and Lead teams have been working to problem solve around this data trend. Some initial ideas have included beginning a boys affinity group, more male counseling groups, and tailoring our socio-emotional curriculum and lessons to better meet the needs of our male students.

Another area of need is *Mathematics* (3-8) at the orange performance level. Student performance declined from the previous year by -9.5 points, and all students are performing low: 50.2 points below level 3. All statistically significant subgroups declined between -8.6 to -11.9 points, although Students with Disabilities maintained performance levels in comparison with the prior school year. One way that we aim to significantly improve our mathematic academic performance is through the adoption of Eureka, a math Common Core- aligned, top-rated, rigorous curricula across grades K-8. Eureka balances the need for students to develop fact fluency, algorithm, and conceptual understanding. This year we provided weekly professional development time for teachers to internalize the new curriculum with colleagues. Additionally, teachers met across grade level teams to discuss Common Core math power strands, analyze data, and observe math instruction in classrooms at other ASPIRE schools and within ERES. Finally, we increased the number of math instructional minutes from 45 minutes to over 90 minutes across all grade levels.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Even though we do not have state indicators that show performance gaps, our internal data shows a disproportionate number of office referrals and suspensions for boys. Please see Greatest Needs Paragraph 1.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Please see answers in the description of how we will increase student achievement for our greatest needs.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 3,600,000
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,500,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in the LCAP consist of food services, insurance, rent, utilities and communication, leases and printing, home office contribution and regional office contribution.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 2,475,000

Annual Update

LCAP Year Reviewed: 2017-2018

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
31% of students Meeting/Exceeding on ELA SBAC	16-17: 31.29% of students Meeting/Exceeding on ELA SBAC 17-18: Data coming soon

29% of students Meeting/Exceeding on Math SBAC	16-17: 26.85% of students Meeting/Exceeding on Math SBAC 17-18: Data coming soon
5% of scholars meeting/exceeding grade level lexile band based off baseline year data	22% meeting/exceeding grade level Lexile band as of 5/23/2018
80% of classrooms fully engaged in CCSS aligned lessons	80% of classrooms fully engaged in CCSS aligned lessons during 17-18 Leadership Walk observations
Sufficient instructional materials : 0% lacking sufficient instructional materials	0% lacking sufficient instructional materials
90% of teachers credentialed for core subjects	80% of teachers credentialed for core subjects
6-8 th Grade Learning of NGSS via Amplify and 5% increase in CAST proficiency	100% of 6 th -8 th Grade Learning Amplify, CAST Data Not Yet Available
Maintain enrollment in a broad course of study	100% of 6-8 th grade students offered choice of electives 4x/week (Art, PE, Cooking, Yearbook)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement Aspire-wide TK-5 math program Implement region-wide TK-2 Foundational Skills program Intensively support teachers in their first year with classroom management 	<ul style="list-style-type: none"> Implemented Aspire-wide TK-8 math program (Eureka) Implemented region-wide TK-2 Foundational Skills program 	1	\$929,000
		2	\$130,000
		3	\$132,000
		4	\$112,000
		5	\$19,000
		1	\$929,000
		2	\$130,000
		3	\$132,000
		4	\$112,000
		5	\$19,000

<ul style="list-style-type: none"> • Build capacity of leaders and teachers in NGSS • Introduce new AIR rubric and implement process • TK-8 ELA curriculum adoption and implementation (Readers' Workshop, Close Reading, and Study Sync) 	<ul style="list-style-type: none"> • Intensively supported teachers in their first year with classroom management by providing daily or weekly coaching • Built capacity of leaders and teachers in NGSS through adoption of Amplify in 6-8th grades • Introduced new AIR rubric and implemented process • TK-8 ELA curriculum adopted and implemented (Readers' Workshop, Close Reading, and Study Sync) 	6	\$80,000	6	\$80,000
		7	\$24,000	7	\$24,000
		8	\$5,000	8	\$5,000
		9	\$1,000	9	\$1,000
		1	LCFF		
		2	LCFF		
		3	LCFF & Title I		
		4	LCFF		
		5	LCFF & Title II		
		6	LCFF		
		7	LCFF		
		8	LCFF		
		9	LCFF		
		1	Sal + Benefits - All Teachers		
		2	Sal + Benefits - Principal		
		3	Sal + Benefits - Assistant Principal		
		4	Sal + Benefits - Dean		
5	Lead Stipends				
6	Books and Materials				
7	Travel and Conferences				
8	Computers				

		9	Furniture	
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year marked significant change in curricular adoption and diving deeper into Common Core State Standard aligned instruction. Our continued emphasis on independent reading and reader's workshop is reflected in the number of students now reading above or at grade level Lexile benchmarks. An area we hope to improve after a year of curricular changes (which has not yet been reflected in our SBAC data) is through Eureka for Common Core aligned math instruction, and the adoption of Amplify in middle school science classes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

All teachers received weekly coaching using the Relay Graduate School of Education framework to ensure their continued growth and success. New teachers received daily coaching in order to support their classroom management. In walkthroughs we are seeing CCSS aligned instruction. We have seen growth in the number of students reading above or at grade level Lexile benchmarks, and the number of students making significant reading growth. Finally, our English Language Learners are making progress towards English proficiency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As curricular changes were made at the beginning of this past school year, we will continue our focus on CCSS and NGSS aligned instruction that increases the rigor of students' tasks, change instructional practices our educators implement, and increase our assessment performance as the actual goals and services for the 2018-2019 school year remain unchanged.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: NA

Annual Measureable Outcomes

Expected	Actual
<p>Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:</p> <p>FRL: 34% EL: 33% SPED:7%</p>	<p>16-17: % of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups:</p> <p>FRL: 31.21 EL: 5.66% SPED: 5.88%</p>

	17-18: Data coming soon
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups: FRL: 32% EL: 19% SPED: 0%	% of students on Math SBAC Meeting/ Exceeding for FRL, EL, and SPED subgroups: FRL: 26.76% EL: 14.55% SPED: 0%
Increase 7% of students progressing in proficiency bands on CELDT: 39%	Increase 20% of students progressing in proficiency bands on CELDT: 59% met annual growth goal
Increase 7% of students reclassified as Fluent English Proficient: 53%	25.5% of students reclassified as Fluent English Proficient:

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitor progress of EL scholars to drive instructional strategies through Tier 1 program Implement regional collaborative data protocol 	<ul style="list-style-type: none"> Implemented weekly formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitored progress of EL scholars to drive instructional strategies through Tier 1 program Implemented RELAY data protocol Used LLI for Tier 3 intervention & SPED instruction 	1. Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$30,000 6 \$117,000 7 \$282,000	1. Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$11,000 6 \$117,000 7 \$282,000

<ul style="list-style-type: none"> Use LLI for Tier 3 intervention & SPED instruction 		8 Duplicate Goal	8 Duplicate
		1	Goal 1
		9 \$15,000	9 \$15,000
		10 \$17,000	10 \$17,000
		1 Duplicate Goal	5. LCFF
		1	
		2 LCFF & Title III	
		3 Duplicate Goal	
		1	
		4 Duplicate Goal	
		1	
		5 LCFF	
		6 ASES	
		7 LCFF/Sped	
		8 Duplicate Goal	
		1	
		9 LCFF	
		10 LCFF	
			5. Reading Specialist
		1 Sal + Benefits - All Teachers	
		2 Sal + Benefits - Intervention Specialist	
		3 Sal + Benefits - Assistant Principal	
		4 Sal + Benefits - Dean	
		5 Sal + Benefits - Blended Learning staff	

		6	Sal + Benefits - After School Staff	
		7	Sal + Benefits - Sped Staff	
		8	Books and Materials	
		9	Software	
		10	Other Professional Services	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our tiered approach to supporting students in instruction, as well as access to intervention, was consistent and had a clear impact on our English Learners as evident in their increase in progress towards proficiency bands. Our focus on literacy instruction and tiered intervention was also evident in our number of students now reading on grade level and making accelerated reading growth, in addition to an increased number of SpEd students making their individualized reading growth goals. We also began RELAY weekly formative assessment and data protocols, and we will be continuing to deepen our practices next school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our focus on supporting our English Learners and SpEd students through actionable data protocols and a Response to Intervention Tiered model were effective in making growth for our students on the CELDT and in the SBAC ELA. These systems need to be much more focused on analyzing the success of our math instruction throughout the next school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures, except the portion for blended learning. We didn't hire someone for blended learning, instead we hire a reading specialist to support students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our regional and school site initiatives, focused on a robust Response to Intervention system, RELAY collaborative data protocols, and Tier 1 strategies for supporting English Learners and SpEd students is at the beginning of a three year implementation. The actual goals and services for the 2018-2019 school year remain unchanged.

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3,5,6

Local Priorities: NA

Annual Measureable Outcomes

Expected

Actual

All subgroups will achieve and maintain a 95% or above attendance rate	97.2% attendance rate
Decrease suspension rate by 25% or maintain 1% or lower: 2.9% suspension rate	9.8% suspension rate
Decrease chronic absenteeism rate by 25% from baseline data: 4.05%	10.5% Chronic Absenteeism rate
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	62% of students feel safe and welcomed at school per ASPIRE's Student Survey
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey	78% of parents feel safe and welcomed at school per Aspire's Family Survey
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better: Maintain Fair status or better	Fair
Decrease dropout and expulsion rates by 25% or maintain 1% or lower: Maintain 1% or lower	0% dropout or expulsion

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<ul style="list-style-type: none"> • Sustain Toolbox implementation • Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices • Identify a vision for Mental Health program • Ensure efficient and effective ongoing school site operations • Develop and implement year-round enrollment plan • Ensure ongoing facilities maintenance and planning 	<ul style="list-style-type: none"> • Sustained Toolbox implementation in k-5 classrooms • Consistently implemented Restorative Practices, Behavior Wellness Team, & attendance practices • Sent administrators and Mental Health counselor to Ruler training & introduced tools to staff • Identified a vision for Mental Health program • Ensured efficient and effective ongoing school site operations • Developed and implemented year-round enrollment plan • Ensured ongoing facilities maintenance and planning 	<p>Duplicate Goal 1</p> <p>2 Duplicate Goal</p> <p>2</p> <p>3 Duplicate Goal</p> <p>1</p> <p>4 Duplicate Goal</p> <p>1</p> <p>5 \$84,000</p> <p>6 \$285,000</p> <p>7 Duplicate Goal</p> <p>2</p> <p>8 Duplicate Goal</p> <p>1</p> <p>9 Duplicate Goal</p> <p>1</p> <p>10 Duplicate Goal</p> <p>2</p> <p>11 \$15,000</p> <p>12 \$27,000</p> <p>1 Duplicate Goal</p> <p>1</p> <p>2 Duplicate Goal</p> <p>2</p> <p>3 Duplicate Goal</p> <p>1</p> <p>4 Duplicate Goal</p> <p>1</p> <p>5 LCFF</p> <p>6 LCFF</p>	<p>Duplicate Goal 1</p> <p>2 Duplicate</p> <p>Goal 2</p> <p>3 Duplicate</p> <p>Goal 1</p> <p>4 Duplicate</p> <p>Goal 1</p> <p>5 \$84,000</p> <p>6 \$285,000</p> <p>7 Duplicate</p> <p>Goal 2</p> <p>8 Duplicate</p> <p>Goal 1</p> <p>9 Duplicate</p> <p>Goal 1</p> <p>10 Duplicate</p> <p>Goal 2</p> <p>11 \$15,000</p> <p>12 \$27,000</p>
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		7	Duplicate Goal	
		2		
		8	Duplicate Goal	
		1		
		9	Duplicate Goal	
		1		
		10	Duplicate Goal	
		2		
		11	LCFF	
		12	LCFF	
		1	Sal + Benefits - All Teachers	
		2	Sal + Benefits - Blended Learning staff	
		3	Sal + Benefits - Assistant Principal	
		4	Sal + Benefits - Dean	
		5	Sal + Benefits - Counselors	
		6	Sal + Benefits - School Operation Staff	
		7	Sal + Benefits - After School Staff	
		8	Books & Materials	
		9	Travel and Conferences	
		10	Software	

		11 Repairs and Maintenance	
		12 Facility Contractors	

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year we re-grounded our practices, expectations and systems for Restorative Practices, Behavior Wellness team, and attendance practices. The sustained implementation of our tk-5 social emotional curriculum Toolbox has been beneficial for elementary, and we began investing in training administration and teachers in Ruler- a socio-emotional curriculum for tk-8.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As evident in our suspension, chronic absenteeism, student and family survey results, we need to continue working on school culture and socio-emotional learning through Ruler this upcoming school year. We will be meeting with our SSC and ELAC family groups to create plans that offer alternatives to suspension, positively reinforce attendance expectations, and effectively teach social emotional learning to all students and families in TK-8th grade. We remain committed to fostering effective changes in these areas as they dramatically impact learning and our school environment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures meet or exceed budgeted expenditures, except the portion for blended learning. We didn’t hire someone for blended learning, instead we hire a reading specialist to support students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The most important change to our future actions, as modified in our 2018-2019 Actions and Services, is the implementation of a new Social Emotional Learning curriculum for all students and stakeholders named RULER. This will not impact funding allocation as we are prioritizing funding for a different curriculum than had been prioritized for Toolbox in the past. The remainder of our goals and metrics and expected outcomes for the next school year remain focused on lowering both our chronic absentee rates and suspension rates.

Stakeholder Engagement

LCAP Year: **2018-2019**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

ERES Academy conducts three major surveys during the school year – a parent, student, and teammate survey. These surveys are administered in the winter of each school year and gather quantitative data on school climate, academic satisfaction, and safety at school, engagement and participation.

Additionally, the following meetings were held to inform the reflection and planning process for this LCAP/Annual Review and Analysis:

School Site Council meeting held May 4th, 2018.

School Site Leadership Team meetings held April 17th and 24th.

Classified & Certificated Teammate meeting held April 27th.

Classified Teammate meeting held April 20th. Student Council Group meeting (secondary) held on April 24th, 2018.

Total LCAP meetings: 5

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The top themes that emerged from the stakeholder input sessions were continued emphasis and focus on the areas they believe most impacted students (school safety and academic rigor).

Families' themes in both surveys and meeting engagements remained focused on the academic rigor and readiness of our students as they leave for high school which is included in Goal 1, Action 1, and school safety and socio-emotional culture in Goal 3, Action 1.

Students' themes were focused on the course electives offered at the school which is included in Goal 1, Action 1.

Teammates' themes included support for ELL students and students with disabilities included in Goal 2, Action 1.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

Unchanged goal

Goal 1

Deepen implementation of a rigorous TK-12 Common Core and NGSS standards-aligned instructional program so that all scholars are prepared for post-secondary success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4

Local Priorities: NA

Identified Need:

Increase student achievement through a rigorously aligned standard based curriculum in order to better prepare all students for college and careers

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase by 5% of students on ELA SBAC Meeting/Exceeding	38% of students on ELA SBAC Meeting/Exceeding	43% of students on ELA SBAC Meeting/Exceeding	48% of students on ELA SBAC Meeting/Exceeding	53% of students on ELA SBAC Meeting/Exceeding
Increase by 5% of students on Math SBAC Meeting/ Exceeding	27% of students on Math SBAC Meeting/Exceeding	32% of students on Math SBAC Meeting/Exceeding	37% of students on Math SBAC Meeting/Exceeding	42% of students on Math SBAC Meeting/Exceeding
Increase by 5% of scholars Meeting/ Exceeding Grade Level Lexile Band	19% of scholars Meeting/Exceeding Grade Level Lexile Band	24% of scholars Meeting/Exceeding Grade Level Lexile Band	29% of scholars Meeting/Exceeding Grade Level Lexile Band	34% of scholars Meeting/Exceeding Grade Level Lexile Band
Implementation of state standards: % of classrooms demonstrating partial or full alignment to	72% of classes engaged in partial to fully aligned CCSS lessons during 2016-17 Leadership Walk observations	80% of classes engaged in partial to fully aligned CCSS lessons during 2017-18 Leadership Walk observations	85% of classes engaged in partial to fully aligned CCSS lessons during 2018-19 Leadership Walk observations	90% of classes engaged in partial to fully aligned CCSS lessons during 2019-20 Leadership Walk observations

standards on Leadership Walks				
100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology	100% of K-8 Students Offered Physical Education and Technology
100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week	100% of Middle School Students Offered Choice of Electives (Art, Music, Tech, PE) Twice Per Week
2:1 Technology to Student Ratio in K-8	2:1 Technology to Student Ratio in K-8	2:1 Technology to Student Ratio in K-8	2:1 Technology to Student Ratio in K-8	2:1 Technology to Student Ratio in K-8

Sufficient instructional materials	80% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	85% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	90% of Families/Staff/Students Believe There Are Sufficient Materials to Teach	100% of Families/Staff/Students Believe There Are Sufficient Materials to Teach
Teacher credentials for core subjects	95% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects	100% of teacher highly qualified to teach core subjects
Science: NGSS Implemented & Increase of 5% on CAST	6 th -8 th Grade Learning NGSS Through Amplify	4 th -8 th Grade Learning Amplify and 30% CAST Meeting/Exceeding	K-8 NGSS Implementation and 35% CAST Meeting/Exceeding	K-8 NGSS Implementation and 40% CAST Meeting/Exceeding

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students	All schools
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA	NA	NA
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New	Unchanged	Unchanged
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement Aspire-wide TK-5 math program Implement region-wide TK-2 Foundational Skills program Intensively support teachers in their first year with classroom management Build capacity of leaders and teachers in NGSS Introduce new AIR rubric and implement process TK-8 ELA curriculum adoption and implementation (Readers’ Workshop, Close Reading, and Study Sync)	Deepen TK-5 math instruction Deepen TK-5 literacy instruction Intensively support teachers in their first year with classroom management Implement NGSS instruction in grades 3-5 Full implementation of new AIR rubric Pilot culturally responsive teaching practices in new AIR rubric Aspire-wide IP roll out TBD	Deepen TK-5 math instruction Deepen TK-5 literacy instruction Intensively support teachers in their first year with classroom management Implement NGSS instruction in grades 3-5 Full implementation of new AIR rubric Pilot culturally responsive teaching practices in new AIR rubric Aspire-wide IP roll out TBD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 \$929,000 2 \$130,000 3 \$132,000 4 \$112,000 5 \$19,000 6 \$80,000 7 \$24,000 8 \$5,000 9 \$1,000	1 \$1,093,000 2 \$130,000 3 \$132,000 4 \$112,000 5 \$19,000 6 \$70,000 7 \$14,000 8 \$25,000 9 \$1,000	See 2018-19
Source	1 LCFF 2 LCFF 3 LCFF & Title I 4 LCFF 5 LCFF & Title II 6 LCFF 7 LCFF 8 LCFF 9 LCFF	1 LCFF 2 LCFF 3 LCFF & Title I 4 LCFF 5 LCFF & Title II 6 LCFF 7 LCFF 8 LCFF 9 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Principal 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Lead Stipends 6 Books and Materials 7 Travel and Conferences 8 Computers 9 Furniture	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Principal 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Lead Stipends 6 Books and Materials 7 Travel and Conferences 8 Computers 9 Furniture	See 2018-19

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.
 Unchanged

Goal 2

Implement progress monitoring systems at the school, classroom and student level to drive improvements with a focus on English Learners and students receiving Special Education services.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: NA

Identified Need:

The need to drive improvements with a focus on English Learners and students receiving Special Education services.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase 7% of students on ELA SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	16-17: FRL: 31.21 EL: 5.66% SPED: 5.88%	FRL: 38.21% EL: 12.66% SPED:12.88%	FRL: 45.21% EL: 19.66% SPED:19.88%	FRL: 52.21% EL: 26.66% SPED:26.88%
Increase 7% of students on Math SBAC Meeting/Exceeding for FRL, EL, and SPED subgroups	FRL: 26.76% EL: 14.55% SPED: 0%	FRL: 33.76% EL: 21.55% SPED: 7%	FRL: 40.76% EL: 28.55% SPED: 14%	FRL: 47.76% EL: 35.55% SPED: 21%
Increase 7% of students progressing in proficiency bands on CELDT	32%	39%	Discontinued	Discontinued
Increase 7% of students reclassified as Fluent English Proficient	19%	26%	33%	40%

ELPAC	Baseline data coming summer of 2018	Baseline year	Outcome to be set once baseline data is available	Outcome to be set once baseline data is available
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA	NA
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

EL, FRL	Schoolwide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Monitor progress of EL scholars to drive instructional strategies through Tier 1 program Implement regional collaborative data protocol Use LLI for Tier 3 intervention & SPED instruction	Continue consistent formative assessment cycles for Tier 1 instruction (exit tickets, student work, CBA, interims) Continue to monitor progress of EL scholars to drive instructional strategies through Tier 1 program Continue to implement regional collaborative data protocol	Maintained previous years actions

	Continue to use LLI for Tier 3 intervention & SPED instruction Region-wide roll-out of EL support	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 Duplicate Goal 1 2 \$60,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$30,000 6 \$117,000 7 \$282,000 8 Duplicate Goal 1 9 \$15,000 10 \$17,000	1 Duplicate Goal 1 2 \$50,000 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$160,000 6 \$282,000 7 Duplicate Goal 1 8 \$30,000 9 \$2,000	See 2018-19
Source	1 Duplicate Goal 1 2 LCFF & Title III 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 ASES 7 LCFF/Sped 8 Duplicate Goal 1 9 LCFF 10 LCFF	1 Duplicate Goal 1 2 LCFF & Title III 3 Duplicate Goal 1 4 Duplicate Goal 1 5 ASES 6 LCFF/Sped 7 Duplicate Goal 1 8 LCFF 9 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Intervention Specialist 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean 5 Sal + Benefits - Blended Learning staff 6 Sal + Benefits - After School Staff 7 Sal + Benefits - Sped Staff 8 Books and Materials	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Intervention Specialist 3 Sal + Benefits - Assistant Principal 4 Sal + Benefits - Dean staff 5 Sal + Benefits - After School Staff 6 Sal + Benefits - Sped Staff 7 Books and Materials	See 2018-19

	9	Software	8	Software	
	10	Other Professional Services	9	Other Professional Services	

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

Unchanged goal

Goal 3

Deepen social emotional learning and implement school culture systems, trauma-informed mental health practices, and behavioral health interventions in positive, safe school conditions.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6

Local Priorities: NA

Identified Need:

Inclusive and equitable school climate helps promote positive attendance rates and lowers our suspension and expulsion rates. This also promotes more parent and stakeholder involvement into the success of all students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All subgroups will achieve and maintain a 95% or above attendance rate	96.93% (15-16)	Maintain above 95% attendance	Maintain above 95% attendance	Maintain above 95% attendance
Decrease suspension rate by 25% or maintain 1% or lower	16-17: All: 7.3% suspension rate EL: 7.1% FRL: 7.5% SPED: 21.9%	All: 5.475% suspension rate EL: 5.3% FRL: 5.6% SPED: 16.4%	All: 4.1% EL: 3.9% FRL:4.2% SPED: 12.3%	All: 3% EL: 3% FRL:3% SPED: 9%
Decrease chronic absenteeism rate by 25% from baseline data	5.4%	All: 10.5% EL: 11% FRL: 10.9% SPED: 7.4%	All: 7.8% EL: 8.25% FRL: 8.1% SPED: 5.55%	All: 5.9% EL: 6.1% FRL: 6.1% SPED: 3%
Maintain a 90% or higher rate of students feeling safe and welcomed at school per Aspire's Student Survey	96%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
Maintain a 90% or higher rate of parents feeling safe and welcomed at school per Aspire's Family Survey	95%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher
School Conditions Status reported/evaluated on FIT evaluation as reported on SARC at "Fair" or better	FAIR	Maintain Fair status or better	Maintain Fair status or better	Maintain Fair status or better

Decrease dropout and expulsion rates by 25% or maintain 1% or lower	15-16 dropout and expulsion rate for ERES Academy 0%	Maintain 1% or lower	Maintain 1% or lower	Maintain 1% or lower
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

NA

NA

NA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

Sustain Toolbox implementation
Consistently implement Restorative Practices, Behavior Wellness Team, attendance practices
Identify a vision for Mental Health program
Ensure efficient and effective ongoing school site operations
Develop and implement year-round enrollment plan
Ensure ongoing facilities maintenance and planning

2018-19 Actions/Services

Implement RULER as a TK-8 social emotional learning program
Sustain Toolbox implementation
Maintain Restorative Practices, Behavior Wellness Team, attendance practices
Maintain Mental Health team systems & practices
Maintain efficient and effective ongoing school site operations

2019-20 Actions/Services

Sustain RULER as a TK-8 social emotional learning program
Sustain Toolbox implementation
Maintain Restorative Practices, Behavior Wellness Team, attendance practices
Maintain Mental Health team systems & practices
Maintain efficient and effective ongoing school site operations

	Maintain year-round enrollment plan Ensure ongoing facilities maintenance and planning	Maintain year-round enrollment plan Ensure ongoing facilities maintenance and planning
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$84,000 6 \$285,000 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 \$15,000 12 \$27,000	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 \$84,000 6 \$285,000 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 \$10,000 12 \$30,000	See 2018-19
Source	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 LCFF 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 LCFF 12 LCFF	1 Duplicate Goal 1 2 Duplicate Goal 2 3 Duplicate Goal 1 4 Duplicate Goal 1 5 LCFF 6 LCFF 7 Duplicate Goal 2 8 Duplicate Goal 1 9 Duplicate Goal 1 10 Duplicate Goal 2 11 LCFF 12 LCFF	See 2018-19
Budget Reference	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Blended Learning staff 3 Sal + Benefits - Assistant Principal	1 Sal + Benefits - All Teachers 2 Sal + Benefits - Blended Learning staff 3 Sal + Benefits - Assistant Principal	See 2018-19

	4	Sal + Benefits - Dean	4	Sal + Benefits - Dean	
	5	Sal + Benefits - Counselors	5	Sal + Benefits - Counselors	
	6	Sal + Benefits - School Operation Staff	6	Sal + Benefits - School Operation Staff	
	7	Sal + Benefits - After School Staff	7	Sal + Benefits - After School Staff	
	8	Books & Materials	8	Books & Materials	
	9	Travel and Conferences	9	Travel and Conferences	
	10	Software	10	Software	
	11	Repairs and Maintenance	11	Repairs and Maintenance	
	12	Facility Contractors	12	Facility Contractors	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-2018**

<u>Estimated Supplemental and Concentration Grant Funds</u>	<u>Percentage to Increase or Improve Services</u>
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\$426,679	27%
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Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2017-2018 school year, \$426,679 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds

are supporting intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2017-2018 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 27%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-2019**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 577,465	23.3%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2018-2019 school year, \$577,465 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting intervention specialists, instructional assistants, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.

In the 2018-2019 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 23.3%. This proportionality percentage will be

met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated.

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

Charter School shall comply with the requirements of Education Code section 51224.7 with respect to implementing a fair, objective and transparent mathematics placement policy for pupils entering the ninth grade.

The Charter School's Mission

The Charter School's mission is to provide all students with an exceptional education that allows them to excel inside and outside the classroom. The Charter 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 Charter School strives 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.

Student Population to be Served

The Charter School currently serves approximately 238 students in grades TK-8. A summary of historical enrollment and demographics data can be found in Appendix II.

According to demographic data compiled by the California Department of Education ("CDE"), the District enrolled 50,231 students in 2017-18. Of these students, Hispanics constitutes 45.6% of the students, African Americans 24.3%, Asians 12.6%, Whites 10.1%, Filipinos 0.9%, Pacific Islanders 0.9%, and American Indians 0.2%. During the 2017-18 school year, students who spoke English as a second language made up 31.2% of the District student body. The Charter School seeks to enroll a diverse population of students that reflects these demographics. An analysis of similar schools can be found in Appendix III.

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

- Students who are not currently successful in their current core academic subjects;
- Students whose academic or English language learning needs necessitate a small school environment with personalized attention;
- Students whose academic or English language learning needs are not being met in a traditional school environment;
- Students who live in low-income neighborhoods; and
- Students whose racial and ethnic diversity represents their respective communities.

In education, one size does not fit all and The Charter School is dedicated to providing students and families throughout the State of California with a small school option that can meet their unique needs.

The Educated Person in the 21st Century

The Charter School recognizes that to be an Educated Person in the 21st century, our students need to have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have habits of mind that include self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and become engaged and empowered citizens in their community and beyond.

How Learning Best Occurs

The Charter School's educational program is designed to give students the content knowledge and habits of mind necessary to face the challenges of the 21st century. The California Common Core State Standards ("CCSS") drive the instruction of all Aspire charter schools by providing the road map of what students need to know.

In order to prepare students to succeed in college, The Charter School's educational program has drawn on the Center for Educational Policy Research's study *Standards for Success*. This research gathered information about the required skills to succeed in college from more than 400 staff and faculty members at research universities. It believes college students need "critical thinking, analytic thinking and problem solving; an inquisitive nature and interest in taking advantage of what a research university has to offer; the willingness to accept critical feedback and to adjust based on such feedback; openness to possible failures from time to time; and the ability and desire to cope with frustrating and ambiguous learning tasks." Aspire has interwoven these habits into its core curriculum, which The Charter School follows. With the adoption of the CCSS, The Charter School program will be more tightly aligned to our college readiness goal.

Additionally, Aspire has built a College For Certain® culture. Beginning in kindergarten, students are informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire's schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

The Charter School's Program Design Elements

The Charter School is designed to incorporate numerous research-based and proven program elements that are innovative, thoughtfully implemented, and results driven, especially for the underserved student population of the Charter School. Aspire Public Schools addresses best practices in order to achieve the vision of College For Certain. These best practices (described in the following sections) include the following:

1. Building school communities where students and families are connected and teachers know their students well in order to meet their individual needs.
2. Providing more learning time per day and per year in order to maximize learning time and address all elements of the Common Core State Standards. This includes increased time for core subjects.
3. Instructional Design which is Common Core aligned and which uses strategies, curriculum, and materials that ensure that student learning is personalized, monitored frequently, and leads to the wide ranging skills for 21st Century Learners.
4. Instructional program based on the Instructional Pyramid (see below) so that all areas of well-aligned content areas (ELA, Math, Science, etc.) are addressed: Vision, College Ready Metrics, Student Habits and Competencies, Standards, Teacher and Leader Practices/Development, Content and Curriculum, Assessment Model, Data System, and Multi-Tiered Support System.
5. Social Emotional Learning and Culturally Responsive Teaching in order to powerfully support our students' social and emotional development and academic engagement to be caring and productive citizens.

Community

Aspire Public Schools are broken into divisions and small classes to create a community where each student is known personally.

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Target enrollment is between 300 and 600 students.
- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain 30:1 ratio in grades four through twelve.
- *Advisory Groups:* Beginning in the 6th grade, each student is assigned to an advisory group of approximately 25 students that meets on a regular basis with an adult advisor. These groups do special projects, have extra time for pleasure reading, and participate in activities related to social emotional learning. The advisor acts as a bridge between The Charter School and the students' other communities (e.g. family, work, clubs, social service agencies). Ideally, the same group stays together for multiple years, sometimes through graduation, and provides a support structure for students.

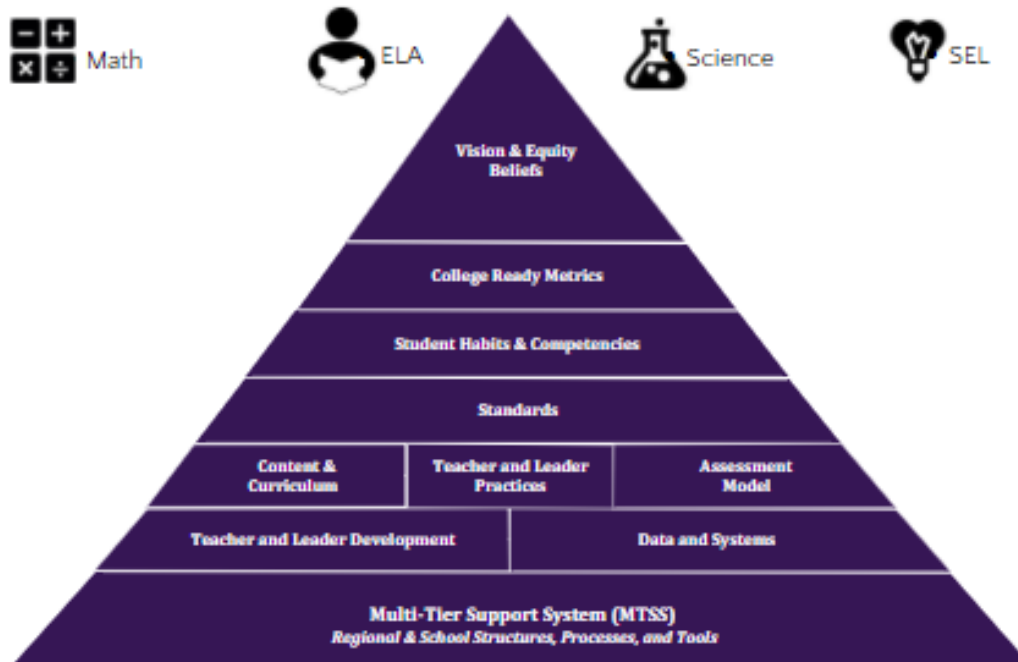
Learning Time

The Charter School provides roughly 10-15% more learning time for students than traditional public schools, and uses time more effectively during the year and day 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. The Charter School has, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. A sample school bell schedule is attached in Appendix IV.
- *Longer School Year:* The Charter School provides approximately 180-185 days of instruction, which is more than most traditional public schools. Often there is additional instruction holiday breaks. Some of these additional days are on Saturday, when families can attend class with their children. A sample school calendar is attached in Appendix V.
- *Modified Traditional Calendar:* The Charter School uses a modified traditional calendar (shorter summer break) to decrease the loss of learning during extended breaks.

Instructional Design

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. The Charter School's Instructional Methods for math, English Language Arts, science and history provide guidance for the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards and the Aspire Student Learning Rubric. The Charter School's instructional methods are periodically revised to reflect what is being learned through implementation of the CCSS and the evolution of Aspire's instructional program. (See Aspire Instructional Program Pyramid below)



The Charter School's Assessment framework can be found on Appendix VI.

Teaching Methods

The major strategies used include:

- *Explicit Instruction*: in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice*: this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Multiple Lesson Types/Approaches 6-8 Math*: The 6th grade math instructional program allows for different types of lesson delivery and engagement. Lesson structures range from Modeling to Socratic in addition to Exploratory and Problem Set/Practice lessons. The multiple models allow students to be challenged and engaged through different methods and structures.
- *Close Reading with Text-Dependent Questions*: Supported access to complex texts through standards-aligned text-dependent questions that scaffold in difficulty to support students' full understanding of grade-level texts. Students engage in multiple reads of the text to support a deep understanding of complex texts.

- *Student-to-Student Discourse*: Daily opportunities for students to engage in protocols that support academic discourse among peers to push thinking about text to a deeper level. Protocols include Fishbowl, Final Word, Jigsaw, Socratic Seminar, Tea Party, Say Something, Think-Pair-Share, and Rank-Talk-Write.
- *Building Academic Vocabulary*: Regular, ongoing opportunities for scholars to strengthen Tier 2 vocabulary. Protocols to support include: Frayer Model, Semantic Webbing, SVES, Vocabulary Squares, and Contextual Redefinition.
- *Problem Solving*: this method provides students with a step-by-step process for determining the solution.
- *Inquiry*: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Culturally appropriate curriculum and instruction*: A multicultural curriculum and culturally relevant pedagogy will enable students to appreciate and respect their own and each other's heritages and to develop an understanding of multiple perspectives. Culturally Responsive Teaching (CRT) and Culturally Relative Pedagogy (CRP) are two tenants of the The Charter School's program. Guiding the approach of the Charter School, is the seminal work of Zaretta Hammond, CRT and the Brain. The Charter School uses the Ready for Rigor framework which encompasses four key approach: Awareness, or awareness of self, the backgrounds of students of color and the larger societal and cultural context; Learning Partnerships, or the intentional building of trusting, mutually respectful relationships with students as a foundation for rigorous and challenging learning; Information Processing, or intentionally taught techniques for grappling with rigorous and challenging text and content; and Community of Learners, or the building of an intentional, safe, collaborative learning community within the classroom. The Charter School's teacher effectiveness framework includes a section on cultural relevance as an expectation in the classroom. As an organization when we adopted units of study for CCSS we replaced texts to be more diverse and appealing to a broader demographic. The Charter School emphasizes a wide range of books available in classroom libraries which are reflective of diverse perspectives and include a diversity of heroes, historical figures and authors that are intentionally reflective of the communities we serve. The Charter School provides opportunities for students to learn from mentors and heroes, local, national and global, and from a variety of backgrounds to further inspire learning and achievement. Further, The Charter School has an equity belief statement which specifically calls out culturally relevant teaching as a value in all Aspire Public Schools' schools.

To measure our effectiveness in meeting the needs of our diverse students, the Charter School disaggregates achievement data for the subgroups served and determine if our practices are effective for each group based on their outcomes in a quarterly data cycle to

enable adjustments to supports and instruction at multiple points during the school year. The Charter School uses this data to plan and adjust instruction.

- *Flexible supports:* Many supports will be provided within the classroom, The Charter School and community. For example, pedagogical support might include literacy support, tutoring across subject areas, and second language learning supports. The Charter School utilizes flexible groupings in the classroom to target leveled materials based on students' needs, for example small reading groups. Teachers will also pull small groups of students to the U-Table for additional support in math or reading when a gap in understanding is observed on a particular standard. The Dean of Instruction or para-professionals come to classrooms to pull or work with small groups of students needing more intensive support. Computerized interventions such as Lexia are employed to fill gaps based on diagnostic assessments. Students may also visit the learning center during or after school for targeted interventions based on need. Finally, both students identified with IEPs or those with severe academic gaps may work on modified assignments to fill gaps with the Intervention Specialist and/or Education Specialist.
- *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. There are a variety of local assessments used for diagnostic purposes. STAR REN is an online reading assessment done quarterly to identify progress towards grade level reading. The Lexile levels obtained are used for reading groups and assigning leveled readers. IReady is a digital assessment that finds standards gaps in both math and ELA to determine what practices on the computer can fill these gaps. Zearn and the Aspire Math Interim Assessments are generated to monitor progress on the Eureka math curriculum. The data collected inform small group instruction and also the lessons needing whole class reteach. Finally the ELPAC will be used to assess English Language Learners to determine their annual English Language Development progress and prioritize interventions.
- *Authentic experiences:* In the early elementary grades at The Charter School, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at The Charter School, students focus on "reading to learn," through reciprocal teaching, close reading, literature circles, socratic seminar and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on science experiments and by interacting with others on understanding and problem solving around community issues.

Curriculum

The Charter School uses a combination of adopted programs and curriculum developed in-house to meet The Charter School's standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools. The Charter School Elementary ELA program is designed to reflect the ELA Common Core State Standards, specifically:

- *English Language Arts:* Students communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. This may be through oral reports and debates, written letters and essays. Through the examination of various texts, students demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students write extensively in both expository and creative forms.

When students are learning to read, instruction will focus on phonemic awareness, phonics instruction, fluency, and text comprehension. Writing is integrated into the learning process.

The primary phonics resource in TK-5 literacy instruction is the Open Court Reading green section materials. Writing may be supplemented with vocabulary and instruction based on the Units of Study. In addition, Aspire Oakland elementary schools also use the SEEDS early literacy curriculum in TK.

1. Increased Rigor/Text Complexity: Emphasis on supporting students in being able to work with increasingly more complex texts
 2. Nonfiction & Informational Text: A heavy focus on nonfiction, with informational texts used routinely to increase reading comprehension
 3. Writing: Emphasis on written expression, in particular, across the curriculum and for various purposes and audiences
 4. Content literacy: Development of literacy skills across all content domains
 5. Vocabulary: Focus on both general academic vocabulary and domain-specific vocabulary, especial for English Learners
 6. Independent reading: Opportunities for choice and time to become lifelong lovers of reading
 7. Reading, writing, speaking and listening skills- Integrating all lessons to teach, practice, and reinforce all four communication skills
- To ensure students are growing in their ability to access complex texts and develop a personal reader identity, scholars are also provided an additional Academic Literacy Block. During this block, students in Tier 1 work to build stamina through reading diverse, choice texts at their independent or instructional reading level. Tier 3 students, who struggle the most with access to grade level texts, are supported with a Leveled Literacy Intervention

(LLI) program to specifically address literacy gaps, build reading strategies, and support reading confidence.

Throughout the 6-12 instructional program, social science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- *Social Science:* The Charter School’s history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive!, Facing History and Ourselves, and a variety of non-fiction texts as recommended by the CCSS.

Throughout the K-12 instructional program, social science and English Language Arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- *Aspire Math Vision:* The Charter School’s Math Program is guided by the following Vision: *All Aspire scholars have the right and ability to become confident, independent mathematical thinkers and problem solvers. It is our collective responsibility to provide a program of math instruction that will prepare students for college, and career, and empower them with the knowledge and skills needed to use math to tackle problems that matter to them in their lives and communities.*

The program is designed to reflect the Math Common Core State Standards, specifically:

- Shifting from mile-wide, inch-deep curriculum: Deep understanding of the most critical key topics at each grade level
- Coherent progression: Mastery of these key grade level topics through coherent progressions across grade levels
- Conceptual understanding and procedural fluency: Balance between building conceptual understanding while increasing procedural fluency
- Foster reasoning and sense-making in mathematics: Critical-thinking and problem-solving skills students need to be successful 21st century thinkers

With these design elements in mind, teachers choose math materials and plan with the following guidance on the standards:

1. Focus and coherence: Key topics at each grade level and coherent progressions across grade levels
2. Balance of concepts and skills: Required both conceptual understanding and procedural fluency
3. Mathematical practices: Reasoning and sense-making in mathematics are fostered consistently
4. College and career readiness: Progression of rigorous skills building at every grade level

The Charter School students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

A key tool in mathematics instruction is the CCSS-based software program Illuminate. Illuminate creates, scores and reports CCSS-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Illuminate reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction. Aspire also plans to administer the Smarter Balanced Assessment Consortium Interim Assessments.

Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

The Charter School math classroom is marked by a focus on the Standards for Mathematical Practice and the Standards by Domain with a balanced approach provides both the conceptual understanding of math and the skills to solve problems. The Charter School has intensive math time in the daily schedule, and teachers weave the Eureka Math Program (grades TK-8), and CPM or CorePlus (grades 9-12), which is powerfully aligned with CCSS, into other content areas.

- Science: Through the implementation of the Next Generation Science Standards (NGSS) students demonstrate understanding of 3 dimensional learning in their investigations, analysis, and argumentation as they explain relevant scientific phenomena. Students use the science and engineering practices and cross-cutting concepts to fully develop their understanding of disciplinary core ideas. All students apply conceptual understanding of physical science, life science, and Earth and Space sciences to understand their world around them. Aspire uses the Amplify curriculum to strategically support all students in grades 6-8 aligned to the California Preferred Integrated Model instructional sequence. In grades 9-12, Aspire uses a variety of curricular materials to support courses that dive deeper into the individual disciplines of biology, chemistry, physics, and engineering including Living By Chemistry, BSCS Biology: A Human Approach, Mosa Mack Science, and Holt Physics. All teachers use the 5E instructional model for inquiry-based

science to ensure that students are learning the content of science through the authentic practice of science. Curriculum is also supplemented with local scientific resources including Newsela, Science, KQED Science, Discover Science, other science education journals, field trips, guest speakers, and presentations.

Other subjects essential to a healthy and balanced life are also covered in a variety of ways:

- *Social Emotional Learning (SEL):*

Aspire Social and Emotional Learning Vision Statement

The Charter School is committed to **supporting our students' social and emotional development** to be caring and productive citizens. We engage in **culturally responsive and equitable practices** in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

SEL competencies are taught throughout the school day and during the advisory block that features the use of circles for relationship and group identity building as well as for restoration of community. RULER curriculum is being implemented this year with the purpose of developing self-awareness, empathy, and strategies for managing emotions and conflict. In addition, smaller groups are organized for 6-8 week blocks to support students with more intense, Tier 2/3 SEL needs like healthy social relationships, anger management and coping with grief.

- *Visual and Performing Arts:* Appreciation and participation in the fine and performing arts are essential to each student's development. Emphasizing creativity and self-expression, the arts are integrated into the instructional program in order to inspire students, help concepts and information come to life, support multiple intelligences and experiential learning, and ensure cultural literacy. Visiting artists, field trips, after school classes, parent docents, and partnerships with arts-focused organizations like Inner City Arts also provide important programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.
- *Health:* Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and assemblies. Health instruction follows the California Health Framework

and the California Healthy Youth Act which requires sexual health education in middle and high school. Data from internal surveys and other sources will inform additional needed interventions.

- *Physical Education:* The Aspire Physical Education program is designed to help students develop cardiovascular fitness and participate in movement activities that contribute to balance, coordination, and agility. The PE program also promotes physical and emotional health through activities and instruction focused on building muscles, eating right, and mental alertness, as well as opportunities for teamwork, cooperation, and creativity through physical activity. Students are introduced to dance, basketball, handball, soccer, running, yoga, cardio-vascular exercises, playground games (such as Four Square), and some net games. Recess time and lunch play time also reinforce the skills, activities, and games which are learned during PE class.

Interventions and Enrichment

The Charter School instructional program is designed with the understanding that not all students learn at the same pace in the same way; therefore,, all available data drives the teacher's response to the individual student's learning needs. The Response to Intervention Program is used at the Charter School, in order to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade level standards. The most important element of RtI is a tiered approach to progress monitoring in order to assess how students are doing and the effectiveness of the curriculum, as follows.

- **Tier 1** is at the classroom instruction level, ensuring that teachers are differentiating the instruction in order to understand each student's strengths and weaknesses. This could mean individual assistance, small group review, and personalized courseware experiences.
- **Tier 2** adds supplemental interventions that can happen in or outside of the regular classroom and occurs more frequently. Targeting instructional needs like this may often happen with a specialized teacher or instructional assistant.
- **Tier 3** interventions are designed for students who require more intense, explicit and individualized instruction and have not shown sufficient response to Tier 1 and Tier 2 interventions. As expected, this type of intervention is intense and typically delivered for a minimum of two 30-minute sessions every week for nine to twelve weeks, with specialized materials and approaches.

All teachers at the Charter School receive professional development on intervention strategies, especially those tailored to the specific needs of English Learners or students of underserved populations. The tiered approach to intervention moves quickly and must be efficient enough to give students the support they need and deserve just in time. If Tier 3 assistance is still unsuccessful, the teacher works with the Principal and Leadership Team to move forward with the SST process to determine next steps

Assessment

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

- All standardized and CCSS-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, ELPAC and Physical Fitness Test)¹;
- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. STAR Renaissance Reading Assessment, Fountas and Pinnell reading benchmarks and running records)
- Specialized assessments developed by Aspire for all areas of the academic core (e.g. project rubrics, Performance Tasks);
- Day-to-day assessments related to specific content or skills (running record for English Language Arts; Open Court phonics, Eureka Interims, Mid Module, and End of Module Assessments, Illuminate assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- The final assessment for students at the Charter School will be their Rites of Passage ExperienceS (ROPES) Presentation. This interdisciplinary project incorporates all of the rigorous work done in the lower grades to culminate in a project based on an area of interest to the student. The components include research, a written report and an oral presentation to an outside audience. Students have ample time to redo their presentations, but cannot move on without passing this assessment.

Technology as a Tool

At The Charter School, technology is used as a tool for research, communication, and production—just as it is in everyday life. Each school in the Aspire network has a combination of laptops and Chromebooks, usually at 1:1 or 2:1 student to computer ratio. Students exercise their higher-order thinking skills through simulations and presentations, their communication

¹The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.

and production skills through electronic mail and publishing, and their research skills through use of electronic references, including the Internet.

Technology is also used as a tool to provide students with additional opportunities for individualized learning at The Charter School. To best reach students, Aspire believes in classroom structures that enable small group and one-on-one instruction. Blended learning empowers teachers to deliver the individualized instruction that underserved students need to catch up and accelerate the students who have mastered the content. With some students solidifying skills on computers, teachers can work with smaller groups of students, meeting them within their zone of proximal development with the lessons they most need that day. Aspire has identified effective software that is Common Core aligned and generates data to inform teachers' instruction, addressed bandwidth issues, and developed professional development to support teachers in moving to this new model. Aspire has also codified best practices around using technology for differentiation in classrooms, and has successfully helped teachers transition to a model that individualizes learning for students.

As a result of this philosophy and approach, the Charter School has been leveraging blended learning in both its ELA and math blocks for several years. This instructional model combines teacher-led small group instruction with digital learning and interdisciplinary units. Students will follow individualized learning paths on computers as part of their core instruction. This model creates a structure that supports more targeted small group instruction in the classroom and helps hone students' digital literacy skills.

Support for all Students

Effective Teachers and Education Specialists

At the center of the educational program are the teachers and Education Specialists. The faculty will consist of well-prepared and certified teachers and Education Specialists. All core teachers and paraprofessionals will meet the requirements of the Elementary and Secondary Education Act. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels. The focus of teacher collaboration, which includes Education Specialist, is to engage the instructional cycle which includes analyzing data to understand student learning, internalizing 6-8 week modules and units with a standards lens to gain a wider understanding of overall learning goals, internalization of weekly lessons with a standards focus, and teach backs which empower teachers to practice instructional delivery and get feedback before engaging with students. Finally, The Charter School invests deeply in low ratios for instructional and management coaching, ensuring that every teacher and Education Specialist is observed and has a coaching debrief at least once every two weeks.

Support for English Learners

Overview

The Charter School assures equity in access to a rigorous, standards-based, college preparatory, curricula for English Learners (ELs). Aspire defines an equitable educational system as the following:

- Opportunity for ELs to receive instruction that produces high academic achievement;
- Commitment to student achievement through allocating sufficient resources;
- Participation, representation and advancement of diverse student groups;
- Teaching and learning is implemented in a culturally relevant manner;

The Charter School meets all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Aspire implements policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents. Our goal for our English Learner program is to create college ready students who are proficient in English and capitalize on students' multilingual and multicultural proficiencies.

The Charter School administers the English Language Proficiency Assessment for California (ELPAC). The Charter School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements. Aspire's EL Master Plan can be found in Appendix VII.

Home Language Survey

The School administers the home language survey upon a student's initial enrollment into the School (on registration forms). Students in the country less than twelve months are given the state's Designated Primary Language Test (currently the Aprenda and Standards-Based Tests in Spanish or student's first language) to determine the student's academic proficiency when tested in his/her home language.

ELPAC Testing

All students who indicate that their home language is a language other than English will go through the following:

- the student is given the English Language Proficiency Assessment for California (ELPAC) or the current California language assessment and tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

- Aspire notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.
- As soon as the ELPAC data is received from the state, the data is imported into Aspire's Data Portal. The sample report below guides the placement and instruction of all English Learners, as well as inform professional development for all staff.

Redesignation Procedures

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

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

Strategies for English Learner Instruction and Intervention

To meet the needs of English learners, Aspire has adopted curricula with embedded supports to target English Language Learner needs and added an intensive literacy intervention (LLI) to target EL reading skills. Specifically, strategies in these resources include:

- Integrated strategies to ensure comprehensible input within the Lucy Calkins Units of Study
- Strategies for honoring and building upon student's prior knowledge as a key lever for literacy growth
- Daily opportunities for structured oral language practice
- Differentiated tools for supporting ELLs in accessing complex academic concepts and strategies

All teachers will be given professional development to ensure curricular resources for all ELLs is aligned to grade-level standards in all content areas. Teachers will also be provided context and support for utilizing the ELA/ELD Framework to support integrated ELD instruction.

Ongoing Assessment of EL Students

The Charter School's use of achievement data will also drive the instruction and professional development as it relates to English Learners. The Charter School will analyze the achievement data by this subgroup, and continue to assess the students through teacher-designed assessments and Aspire's interim assessments.

In the beginning of the year, a student data tracker is used to identify levels and multi-year trends in progress for English Language Learners. The student data tracker is used to identify English Learners for targeted instruction during the intervention blocks. Special attention in planning interventions is given to English Learners who are not making expected progress. All interventions are monitored and progress is tracked to either move students into new levels or out of intervention services.

Monitoring and Evaluation of Program Effectiveness

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

- Monitoring student literacy growth through quarterly STAR Reading Assessments and F&P Benchmarks
- Regular and ongoing Running Record assessments embedded into the Leveled Literacy Intervention for struggling readers
- Early Reading Diagnostic assessment, four times a year, to progress monitor foundational literacy skills with specific EL foci in grades K-2
- Additional progress monitoring of TK EL scholars with IGDI (Individual Growth and Development Indicators assessment) to gauge vocabulary acquisition

- Summative ELPAC data analysis (first round of data in Fall 2018) with paired appropriate ELD instructional strategies targeting specific needs
- ELAC meetings and activities to involve families and school staff in monitoring EL instruction, experiences, and data

Redesignation Procedures & Reclassification (Exit) Criteria

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

<u>State Criteria</u>	<u>'18-'19 Aspire Policy</u>
Assessment of English Language Proficiency	Using ELPAC: 1. Overall score of Level 3 (or higher) 2. Oral Language score and Written Language score of Level 3 (or higher)
Teacher Evaluation	Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified

<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>Scored at or above on <u>one</u> of the following academic indicators:</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. One level below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. Below Grade Level on STAR Ren (Grades 2-12) or lexile of -104 for K and 1
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After receiving the ELPAC results each year, the Data & Assessment team at Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation.

After a student is redesignated to RFEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of reclassified students. Reclassified students must be monitored for continued progress for 4 years.

Assessment of English Learners with Disabilities

Students with disabilities participate in the state assessments for English Language proficiency as determined by their IEP team. IEP teams consider whether a student requires accommodations to participate in the statewide assessment, and specify which accommodations the student needs. If the team determines the statewide assessment is not appropriate for the student based on their individual needs and disability, the student participates in an alternate assessment to assess their English language proficiency. IEP teams use the participation criteria for alternate assessments provided by the California Department of Education to guide their decision making for participation in alternate assessments for individual students.

Reclassifying English Learners with Disabilities

A student with a disability may be reclassified as English proficient according to criteria for students with disabilities. If an IEP team identifies that an alternate assessment is appropriate for a student, their performance on the alternate assessment is used as a measure of their English language proficiency in place of the statewide assessment to determine reclassification. IEP teams, which include the parent, determine whether a student has met the criteria for

reclassification as identified by the LEA, with consideration of alternate assessments as a means to determine language proficiency and basic skills.

<u>State Criteria</u>	<u>'18-'19 Aspire Policy</u>
Assessment of English Language Proficiency (ELPAC Test Results)	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)</p>
Teacher Evaluation	Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified

<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. Two levels below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. STAR Ren level at the average of an English Only student with a similar disability 5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)
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For Students with Disabilities on Alternate Curriculum

<p><u>State Criteria</u></p>	<p>‘17-’18 and ‘18-’19 Aspire Policy (no change)</p>
<p>Assessment of English Language Proficiency</p>	<p>VCCALPS assessment with a score of 49 or above</p>
<p>Teacher Evaluation</p>	<p>Education Specialist agrees the student should be reclassified based on evidence of academic performance</p>
<p>Parent Opinion and Consultation</p>	<p>Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified</p>

<p>Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.</p>	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student’s IEP, keeping in mind that the student’s performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT)</p>
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Student Achievement Goals

1. Academic Achievement – English Learners show evidence of academic achievement at the same rate or higher as measured by performance tasks, Star Ren, ICA Assessments, Eureka Math Interims for K-8, and the California Common Core State Standards Assessment (SBAC). Each school’s individual charter and LCAP provide specific growth targets.
2. Reclassifying English learners - All English Learners who meet established criteria are reclassified. There is established follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient. The state required conditions for reclassifying are as follows:
 - a. Students meet the ELPAC criterion, scoring at the Early Advanced or Advanced level on the ELPAC without any subtest scores below the Intermediate level
 - b. Students meet district set Academic Criteria
 - c. Teacher recommends reclassification based on classroom evidence of academic performance
 - d. Notification of parents of student status and right to be involved in the reclassification process

Strategies and Support

Support for English Learners varies as much as the individual student. English learners’ needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings some unique strength to meet those needs. The School provides comprehensive support for English Learners through professional development and data to support teachers on these differentiated needs. By having a common understanding of students’ needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child. The Charter School provides professional development in the ELD standards and in aligned strategies for delivering instruction and modifying instruction to respond to the needs of English Learners.

The tenets of the program include these guiding principles:

- The priority for instruction is language learning and exploration.
 - In TK-5th grades, teachers incorporate integrated English Learner supports and instructional strategies from our Reading and Writing Workshop curricula. These strategies are identified based on trends from multiple sources of data and incorporated into unit and lesson planning.
 - 6-8th grade teachers have integrated and designated ELD supports embedded within the ELA curriculum - StudySync. Supports provided include ELD-framework aligned scaffolding and instruction aligned to the CA ELD Standards.
 - TK-2nd grade teachers utilize integrated ELD instructional supports during foundational skills teaching, which support all learners and provide additional scaffolds and practice for English Learners
 - All classrooms TK-8, engaged in structured academic discourse in all content areas, with appropriate scaffolds (such as pictures, vocabulary previewing, sentence stems, strategic partnerships) based on students needs
- Using our RtI program, students are grouped by proficiency level, as determined by multiple sources such as ELPAC results, formative and summative assessments, and curriculum based measures (i.e. Star Ren, F&P, SBAC) along with oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- The school English Learner Advisory Council (ELAC) helps to review EL supports and provides feedback on additional needs.

Students Achieving Below Grade Level

The Charter School sets high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the acceptable level may receive a mix of intervention services, including: in-class individual targeted instruction by classroom teachers; in-class small-group guided learning by classroom teachers; before- or after-school instructional support provided by non-classroom educators in a one-on-one setting or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Instructional materials selected for intervention services are grounded in proven best practices, may be designed by the educator, or may be a research-based program such as READ 180.

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

Assessment	Criteria For Additional Intervention
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Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Standard Not Met or Approaching the Standard
Placement Reading Diagnostic (PRD)	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Not Met or Nearly Met the Standard
STAR Reading Assessment	Below grade level
Fountas and Pinnell	Below grade level
Parent Recommendation	Any
Teacher Recommendation	Any
ELD Screener	

Assessment	Criteria For Additional Intervention
Smarter Balanced Assessment Consortium (SBAC) – ELA or Math	Not Met or Nearly Met the Standard
Fountas and Pinnell	Below grade level
Parent Recommendation	Any

Teacher Recommendation	Any
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The Charter School utilizes the Response to Intervention framework (RtI) of tiered intervention to ensure that students below grade level, or students achieving below expected levels of performance, receive additional instruction or intervention to ensure progress towards expected levels. Through the systematic RtI process of weekly review of student progress, schools are universal in assessing students' academic, behavioral and socio-emotional development needs, and proactive in providing students with appropriate timely, targeted and effective research-based interventions. Systematic progress monitoring of results of instruction or intervention, which is initiated by the teacher and then overseen by a group of teachers that makes up the RtI team, guides decision-making about the intervention's success and student's next step.

The Charter School strives to offer a comprehensive approach to assessing, supporting and monitoring the progress of all students towards grade level and College Readiness outcomes. The RtI framework encourages an inclusive, flexible learning environment, encompassing and extending Aspire's data driven, student-focused approach to instruction. The Charter School educators are encouraged to deepen coordination of instruction across all learning environments, including our grade level or core classrooms, intervention programs, specialized educational services and non-academic services.

Socio-Economically Disadvantaged / Low Income Students

The Charter School seeks to serve students who are socio-economically disadvantaged and low income, so the school was designed to create small communities where students are known well. By having a small school and small classes our students and their individual needs are known well. Socio-Economically Disadvantaged students are typically identified by qualification for Free or Reduced Price Meals. Qualification for this program is monitored on an annual basis.

Our instructional program across Aspire Public Schools is designed with the intention of serving students from traditionally underserved populations and many of our curriculum and instructional decisions focus on meeting the needs of struggling learners to advance them to grade level standards so that they are college and career ready. We do not require any specific parent support, and take ownership to provide any needed materials; however, our hope is to involve and engage families along their child's educational journey.

The needs of individual students or groups of these students would be identified and discussed at grade level Cycles of Inquiry and the school-wide RtI team. The RtI team meets on a monthly basis to determine any students who may not be making adequate progress on the Common Core grade level standards. They along with the leadership team analyze data by all subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom. The RtI lead or the classroom teacher would be responsible for making sure supports were implemented. At a minimum, supports include:

- o Social emotional counseling during school

- Additional academic help during school and after school
- Involvement of the parent/guardian
- Enrichment after school
- Connections with community agencies made by our Regional Student Support Coordinator for families and students

In addition, Aspire Public Schools' Data team developed a progress monitoring dashboard that allows school sites to continuously monitor the progress of their socio-economically disadvantaged/low income students' achievement on SBAC, ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students.

Support for Academically High-Achieving Students

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

The Charter School identifies our highest achieving student through multiple measures. For students in grades 3 and above, SBAC scores are used as the first metric. Additionally, students' Lexile level on the STAR REN are used as a metric, and finally GPA is an additional factor for consideration. Similar to how struggling students are given differentiated work, small groups and adapted projects work and tasks are similarly adapted for the highest students as well. There are occasions where students will move up to a higher grade level for a subject or move up altogether but these instances are rare. College coursework for high school students is based on GPA and achievement scores. Student may be placed in zero, one or two college courses per semester based on their achievement. The highest achieving students are able to graduate from high school with their Associates Degree from a community college (60 units).

Because Aspire's Instructional Methods are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at The Charter School. For instance, the instruction during English Language Arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Support for Students with Disabilities

Overview

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

The Charter School is its own local educational agency (“LEA”) and holds membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School is a member in good standing of the El Dorado County Charter SELPA.

In the event The Charter School seeks membership in a different state-approved SELPA, The Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School will provide specialized academic instruction and related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of The Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by The Charter School.

In instances where a student may be eligible for 504 protections, a 504 team will be assembled by the Principal and encourage participation of the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular

participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests that are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will receive relevant portions of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the student review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. More details around Aspire's 504 procedures and Enrollment Steps are attached in Appendix VIII.

Services for Students under the IDEIA

In accordance with state and federal law, each student eligible under IDEIA will be provided a free appropriate education in the least restrictive environment. No student shall be

denied admission to The Charter School because the student is in need of special education services. The Charter School is dedicated to ensuring that identified special education students shall be enrolled in the general education classroom setting along with their non-disabled peers and shall have access to participate in extracurricular activities the same as their non-disabled peers. The Charter School aims to serve a proportional number of students with mild, moderate and severe disabilities relative to local, state and national averages. Recent innovations include revising the use of the learning center to provide more strategic and coordinated supports for students with moderate/severe mental health needs and revising the staffing model to provide higher quality instructional for students with significant cognitive disabilities.

The Charter School's special education program is characterized by integrated services which will support students with special education needs. The decisions regarding specialized academic instruction and related services that individual students will receive are the responsibility of the Individualized Education Team, which includes the involvement of parents in decision-making and developing the written Individualized Education Plan (IEP). The IEP Teams must also include an Administrator, General Education Teacher and Education Specialist. When appropriate/relevant, the IEP team also includes related service providers.

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

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

The Charter School's educational program includes systems of intervention, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional supports for all students, including English Language Learners, or students with disabilities. Other measures used to assist with differentiating instruction for all students or providing appropriate interventions include:

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

Child Find

The identification process for students who would be eligible for special education services under IDEA and/or services under 504 protections begins when students have been accepted through the enrollment lottery and enrolled in The Charter School. Through the process of “Child Find,” each school fulfills the obligation of locating, evaluating, and identifying children with disabilities who may be in need of special education or 504 services. The Student Success Teams addresses student needs and initiate the referral process, if appropriate, for special education or other services.

If a student is eligible for 504 supports their services will be provided as determined in their 504 plan. As discussed above, the 504 plan is created through a multi-disciplinary team approach that includes parents and students (when appropriate).

For the purposes of special education, The Charter School shall assume responsibility for the provision of services and meeting all local, state and Federal requirements of IDEIA. If needed, the special education resources, services, fees or requirements will be defined in the Memorandum of Understanding (MOU) between the District and the Charter.

LEA Assurances

The Charter School makes the following assurances:

- Free Appropriate Public Education (FAPE)-The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The Charter School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE)-The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP)-The Charter School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments-The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition, a reassessment shall be conducted at least once

every three years and more often if conditions warrant or if requested by the student's parents or teacher, to determine continued eligibility and needs.

- Confidentiality and Procedural Safeguards-The Charter School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The Charter School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The Charter School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

A comprehensive Aspire Special Education Professional Development plan shall be developed with site team input to provide ongoing learning opportunities and support to special education staff, and build the capacity of the site team in meeting compliance with state and federal statutes and reporting requirements. Professional development will be provided on best practices that support the specialized learning needs of students with disabilities in the least restrictive environment. Each staff member's Professional Learning Plan (PLP) will reflect our Aspire shared responsibility for student progress and site special education needs, as well as differentiated opportunities to address individual professional development needs, including the opportunity to participate in the Aspire Induction Program for the Education Specialist Credential. Professional development opportunities will include those offered in collaboration with other Aspire schools, the SELPA, and other organizations with researched based practices that support students with disabilities.

A Typical Day

Morning community building: Breakfast is served in University Hall from 7:30 AM to 7:55 AM. At 7:55 AM, teachers walk outside to meet their classes. Breakfasting scholars are led out to the upper courtyard, as well. Starting at 8:00 AM, scholars and families join us in the upper courtyard for morning announcements, movement, social-emotional learning rituals, school cheers, and celebrations. Celebrations vary according to the day of the week:

- Movement/Mindful Mondays
- Thankful Tuesdays
- We-share Wednesdays
- Team Thursdays
- Town Hall Fridays

Fridays are the day of our weekly Town Hall, where scholars receive individual awards for Social-Emotional Learning, Art/PE, and Most Improved in Academics are recognized. We shout out birthdays, play a minute-to-win-it game, and sing a Flashback Friday song.

Following our morning ritual, scholars walk to their classrooms with their teachers and receive an individual greeting as they enter the room for quiet morning work. Students spend their first minutes with Do Nows and then transition to a class morning circle. Every morning, each student has an opportunity to share something about themselves and the class does an activity together that increases the feeling of belonging. This is also a time when scholars may receive explicit SEL instruction through the RULER curriculum.

Reader's and Writer's Workshop: One of the most important times of the day as an ERES elementary scholar is Reader's Workshop. During this time, the teacher teaches a brief lesson to scholars modeling and engaging them in a standards aligned teaching point. Scholars are then charged with trying out the teaching point while reading their own "just right" books. While scholars read, the teacher meets with individual students and small groups. This hour of the day is tailored to each and every student and focuses heavily on building a reading life. Scholars come to love reading at this time because they have choice, get to read accessible text, and get the support of their teacher.

Scholars experience this exact same lesson format in writing. Writing time is particularly special because students get to use their imagination or nonfiction topics they researched to create their writing pieces. Because scholars get choice in their writing and coaching from their teacher, this is a time when students can feel empowered and let their creativity shine through.

Scholars also experience the opportunity to closely read grade level, complex text through a Close Reading supplement. Close Reading lesson span multiple days, giving scholars the opportunity to support to gain increasing independence in deepening and clarifying meaning of difficult texts.

Art, PE, and other enrichment: Everyday, elementary scholars participate in Art or PE. After a short lesson in art class to learn key vocabulary, mediums, and strategies—often through artist study,—scholars spend most of the time creating. Scholars can be known to engage in a range of mediums from clay to pastel to paint. In PE, scholars start by watching a short motivational clip and getting quick instruction in the classroom and then getting out on the playground or court for some real time coaching. In addition to learning skills for sports like ultimate Soccer and basketball, PE has a large focus on sportsmanship and how to play games for fun. In addition to Art and PE, middle school scholars have the opportunity to expand their horizons by experiencing learning in cooking, publishing arts (Year Book), and crafts. While scholars are learning in fun and creative ways with teachers who specialize in these content areas, their regular classroom teachers are involved in collaborative instructional planning and preparation.

Recess: Recess at ERES is a time of choice and fun. All scholars are encouraged by campus monitors and teachers to get a lot of exercise. They play games like basketball, soccer, and jump rope. For competitive games like basketball, scholars are engaged in the creation of ERES behavior agreements and expectations which helps scholars meet the expectations of each game and allows all scholars to participate positively. Be safe, Be respectful, Be responsible.

During recess, our Dean of Culture may be hosting a restorative circle with a group of students to empower them to share their feelings, reflections and needs in learning and healing from a conflict. You would see students seated in a circle, speaking and sharing directly with each other and making requests to one another as a part of developing their social awareness, empathy and conflict resolution capacities.

Math: Scholars start math with highly engaging and fun counting and fact fluency sprints. Through this process, they are building proficiency with math fact families, number patterns, and place value. This is a short but powerful time of the day. Scholars then transition into working on a challenging word problem that helps them put the objective of the day into real-life context. Then scholars engage in the meat of the Eureka math lesson focused on building conceptual understanding of key standards in each topic. Each day, scholars complete an exit ticket so their teacher can understand student progress in the lesson and adjust instruction for the next day.

Blended Learning: Additionally, we are a blended learning school and students are developing as technically literate citizens. Tk-8 students have the opportunity to build their technical literacy and to self-pace through personalized on-instruction through our online curricula in reading, writing, math, and science. For example, during the school day you may view 1st grade students practicing Common Core grade level math on Zearn, 5th graders typing their informational reports on Google classroom, and 8th graders listening to an audio text and annotating on StudySync. During this time, the teacher leverages the benefits of computer based instruction where students independently engage in individualized learning, by pulling guided groups for reading or math.

For dismissal, all TK-5 scholars gather on the “Beach” under the roof, while middle school scholars gather on Upper Courtyard. Dismissal occurs between 3:25 and 3:40 PM.

After School or Expanded Learning Program (ELP): More than one third of ERES scholars participate in our after school program. At 3:25 they enjoy a snack in University Hall (cafeteria) while socializing with friends and their ELP teachers. Monday through Thursday, scholars spend 3:25-6:00 pm in ELP and on Fridays from 12:00-6:00 pm completing homework, participating in afternoon meetings, learning science, doing choice time, and drama in the enrichment block.

Element 2

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

In accordance with SB 1290, The Charter School pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

The Charter School’s pupil outcomes, related to increases in pupil academic achievement both schoolwide and for all numerically significant subgroups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607, shall be aligned with state priorities, as described in subdivision (d) of Section 52060, are as follows:

Measurable Pupil Outcomes	Instrument	Target	Progress 2014-15
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate	14-15 ADA: 96.0% Analysis: Met. A focus on attendance is a priority and will continue to be one for our school.
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment MATH	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 - 5% point growth Year 5 - 5% point growth	14-15 SBAC Math % Met/Exceed: 22% Analysis: Baseline data
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 - 5% point growth Year 5 - 5% point growth	14-15 SBAC ELA % Met/Exceed: 23% Analysis: Baseline data
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 4 1 – 16 2 – 28 3 – 38	14-15 increase by 5 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points	DRA Fall 2014 Results in Percent: K-no new data 1st- 56% (13 students) 2nd- no data 3rd- 41% (24 students)

	4 – 40 5 – 50		4th- 8% (2 students) 5th- 50% (13 students) Spring 2015 %At/Above: Overall: 36% K: 69% 1st Grade: 50% 2nd Grade: 33% 3rd Grade: 23% 4th Grade: 33% 5th Grade: 34% Analysis: Baseline data. Goal not met. To address this area of need we put greater emphasis on 1:1 reading conferences and guided reading. Updated data no longer available as the DRA assessment is no longer used to measure reading proficiency.
Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot	Percent at 3 or 4	14-15 increase by 5 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points	Baseline data. 14-15 Spring Proficiency Rate - 38.3% Analysis: Writing Snapshot no longer used as a measure
Annual Basis: Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher	Percent at 90%	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points	Baseline data.14-15 Spring % Proficient - 7.7% Analysis: 5th Grade Math Basic Skills Test no longer being used as a measure
Annual Basis: 90% of families are satisfied: My child is getting a good education at this school	Annual Survey	10% growth per year until reaching 90% or higher	Baseline data. The annual survey for 2013-2014 was 98% 14-15 Percent Positive: 95.5% Analysis: Met. ERES families have confidence and trust in our school to provide a good education for their students.
Annual Basis: All students with an IEP receive 100% of their required service minutes	Annual Meeting Data	Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached	6/17 or 35% of students at ERES Academy received 100% of their services in 2013/2014. All students who did not receive 100% of their service minutes received at least 80% of these minutes. Students who were owed service minutes in

			<p>2013/14 are being provided compensatory services in the 2014/2015 school year.</p> <p>Analysis: To ensure that service minutes are met, we increased the number of full time Ed Specialists, service providers, and Independence Facilitators. This has significantly increased since the 2014-2015 school year.</p>
<p>Annual Basis: Increase percentage of students becoming reclassified English Language Proficient as measured by CELDT</p>	<p>Annual RFEP Data</p>	<p>14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points</p>	<p>6 students were reclassified</p> <p>Analysis: Baseline data. In 16-17 adopted reading intervention curriculum and 18-19 professional development is focused on ELD strategies and standards.</p>

NEW COLLECTIVE MPO TARGETS					
<p>MPO 1-2: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the ELA portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.</p>					
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	35	29	31.3	27.9
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					

Hispanic or Latino	3	35	29	29.8	28.3
Black or African American					
White					
Two or More Races					
English Learners	2	10	4	5.7	5.3
Economically Disadvantaged	3	34	28	31.2	25.9
Students in Foster Care					
Students with Disabilities			0.0	5.9	0.0

Analysis:

MPO 1-2 goal met schoolwide and for all subgroups of students for 2016-2017. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers, and number of new students to school contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for this school year.

MPO 3-4: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the Math portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.

Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	34	27	26.9	20.7

American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	3	34	25	25.9	20.6
Black or African American					
White					
Two or More Races					
English Learners	2	15	7	14.6	8.3
Economically Disadvantaged	3	33	26	26.8	19.6
Students in Foster Care					
Students with Disabilities			0.0	0.0	0.0

Analysis:
MPO 3-4 goal not met. In 2016-2017 only met for English Learner subgroup. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers and new students contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for the 18-19 school year.

MPO 5-6: Each year, schoolwide and for each numerically significant student subgroup, [Amount 1] percent of students will increase [Amount 2] on the [ELA/Reading Assessment] or achieve proficiency.

Numbers below represent the % of students in January 16-17 that either increased a proficiency level (compared to their 15-16 spring scores) or scored at/above grade level in 16-17. Students had to have tested in both years. The DRA is used for 15-16 and F&P is used for 16-17, as those were the tests administered.

ELA/Reading Assessment		Developmental Reading Assessment (DRA)			
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	70	one year	62	50.0	57.1
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	70	one year	61	48.6	57.1
Black or African					
White					
Two or More Races					
English Learners	65	one year	41	28.9	57.9

Economically Disadvantaged	70	one year	61	50.7	60.0
Students in Foster Care					
Students with Disabilities					
<p>Analysis: MPO 5-6 goal difficult to analyze because different assessments were used each year and in different grade levels. There will be a continued focus on literacy and standards-aligned instruction so as to improve proficiency levels of all students.</p>					
MPO 7: Each year, [Amount] percent of ELs will improve one overall proficiency level on CELDT.					
			2015-2016	2016-2017	2017-2018
SCHOOLWIDE	50		23	59	N/A (ELPAC transition)
<p>Analysis: MPO 7 goal met in 2016-2017. Since then, we have transitioned to the ELPAC. We are learning more about how best to utilize the ELPAC data to drive instruction for our EL students.</p>					
MPO 8-9: Each year, schoolwide and for each numerically significant student subgroup, have less than [Amount] percent of students absent more than 10% of the school days (chronic absence).			2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3.9		5.4	5.6	11
American Indian or Alaska Native					
Asian					

Native Hawaiian or Pacific Islander				
Filipino				
Hispanic or Latino	3	5.2	5.1	8.5
Black or African American				
White				
Two or More Races				
English Learners	3.1	5	5.6	9.9
Economically Disadvantaged	3.1	5.7	6.1	11.3
Students in Foster Care				
Students with Disabilities				
<p>Analysis: MPO 8-9 goal met for Latino and English Learner students, but not for economically disadvantaged students or school-wide. We have seen an increase in students leave the area and commute to the school from locations much farther away due to the changing economic climate of the Bay Area. We are working closely with families to change this outcome and are analyzing and intervening in chronic absenteeism data on a biweekly basis.</p>				
MPO 10: Each year, at least [Amount] percent of students and families positively rate school safety.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	90			
Student Survey Question	I feel safe at this school	no data-not included in survey	83.06	82.9% (Only asked on Grades 1-2 survey this year)
Family Survey Question	I feel like the school provides a safe environment for my child	no data-not included in survey	83.06	77.6%

<p>Analysis: MPO 10 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.</p>				
MPO 11: Each year, at least [Amount] percent of students and families positively rate academic instruction.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	92			
Student Survey Question	When students don't understand something, my teacher explains it another way so they will understand. (*Q's differ by grade level)	Students: 87	Students: 82.64	70.9% (Questions were "When something is hard does your teacher help your class understand?" for Gr 1-2 and "How often does this teacher take time to make sure you understand the material?" for Gr 3 - 12. I think this differs from last year)
Family Survey Question	My Child is getting a good education with their teacher.	Families: 99	Families: 96.05	Question not asked on 17-18 survey. Potential replacement - "I would recommend my school to others": 83.3%

<p>Analysis: MPO 11 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.</p>				
MPO 12: Each year, at least [Amount] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	75			
Student Survey Question	My voice is heard and valued at my school - Student: " Does your teacher listen to you when it is your turn to talk in class?"	Students: 90	Students: 82.05	Question not asked on 17-18 survey. Possible replacement - "Does your teacher ask you questions about what you are learning?" for Gr. 1-2 and "How often does this teacher make you explain your answers?" for Gr 3- 12: 53.4%
Family Survey Question	I am encouraged to share my opinion and feedback in the school decision process - Family: "I feel comfortable discussing my child's needs with their teacher and/or other school staff"	Families: 94	Families: 92.7	Question not asked on 17-18 survey. "I am encouraged to share my opinion and feedback in the school decision

				making process.”: 67.3%
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Analysis:
MPO 12 goal likely met, though survey questions changed year to year. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been highly positive.

By July 1, 2015, and annually thereafter: The Charter School shall update the goals and actions identified in the charter to provide the following, as set forth in Education Code section 47606.5(a):

- *A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.*
- *Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.*

Under Education Code section 47607.3, if the charter school fails to improve outcomes for 3 or more pupil subgroups (or, if less than 3, all pupil subgroups) in 3 or 4 consecutive school years, the following shall apply:

- *The chartering authority shall provide technical assistance to the charter school using an evaluation rubric adopted by the State Board.*
- *The Superintendent may assign, at the request of the chartering authority and approval of the State Board, the California Collaborative for Educational Excellence to provide advice and assistance to the charter schools.*
- *The chartering authority shall consider for revocation any charter school to which the California Collaborative for Educational Excellence has provided advice and assistance, and has made findings that: 1) the charter school has failed, or is unable, to implement the recommendations of the California Collaborative for Educational Excellence; or 2) that the inadequate performance of the charter school, based upon the evaluation rubric, is so persistent or so acute so as to require revocation of the charter.*

An Aspire Public Schools 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*. Aspire Public Schools’s educational program is designed to help all of its students to develop the following measurable pupil outcomes:

To establish a foundation for success, Aspire Public Schools ensures students will:

- *Basic Skills*: Master at least grade level competency in the four core subjects: mathematics, science, social studies, and English Language Arts (including reading, writing, listening and speaking);
- *Thinking Skills*: Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- *Life Skills*: Have developed personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.

Aspire Public Schools sets high standards for all students, based on CCSS, Newmann’s Standards for Authentic Instruction and Assessment, and the Secretary’s Commission on Achieving Necessary Skills (SCANS). Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, The Charter School shall demonstrate student mastery of state standards.

Element 3

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

Pursuant to the transition to California’s Common Core and the California Assessment of Student Performance and Progress (CAASPP) System, The Charter School will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

If The Charter School does not test with the District, The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

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

The Charter School’s academic program is CCSS-based and data driven. The Common Core State Standards, Next Generation Science Standards and multiple sources of data form the basis of the Charter 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 Charter 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.

Collecting, Analyzing, and Reporting Data

Aspire 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:

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire’s education program;
- The Principal and other administrators will receive data on The Charter School’s student achievement, attendance, and discipline using Aspire’s Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child’s teacher; and

- The District will receive data on student achievement through School reports and/or presentations.

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 Charter School program. Every summer each school will have a staff retreat where the data will be analyzed. School wide plans for professional development will be based on these plans.

Aspire uses many in-house assessments which inform daily instruction. Aspire utilizes three assessments to provide benchmarks of a student’s progress towards meeting the state standards in reading, writing, and math.

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.

Throughout the school year, the health of The Charter School is monitored with a suite of internal school health dashboards. These tools allow Aspire’s Executive Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Executive Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: SBAC and interim assessment scores, course grades, behavior, and internal benchmark scores;
- Student discipline: Chronic absenteeism, suspensions, student retention
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial and Enrollment: actual versus budget and forecast; average daily attendance, and enrollment.

K-2 Assessment and Monitoring

Since grades K-2 are not assessed on the CAASPP, Aspire has created a standards-based report card (see descriptors below), to be used in concert with internal ongoing formative assessments by the Charter School to evaluate and monitor the progress of all primary students.

PERFORMANCE LEVEL DESCRIPTORS

Below the grade level standard 1

Approaching the grade level standard 2

Meeting the grade level standard 3

Exceeding the grade level standard 4

The Aspire Home Office has also developed internal formative assessments and a data dashboard for every student that allows teachers to monitor how students are progressing in their mastery of standards. Grade level teams use this data to plan and to create interventions and enrichment as needed. The Principal and Lead Team then use all K-2 student data to address schoolwide instructional concerns and Cycles of Inquiry.

Reading Assessment

In grades 2-12, Aspire administers the STAR Reading test from Renaissance Learning to all students. STAR Reading is a nationally normed, adaptive reading test that provides a Lexile score and CCCSS mastery estimate for each student. It is administered twice (Fall and Spring) for all students to measure year-long reading growth, while some teachers choose to administer more often as a progress monitoring tool. Teachers use STAR Reading to differentiate classroom instruction and texts based on students' demonstrated Lexile level, while school leaders use STAR Reading to inform Response to Intervention (RtI) and assign school-based interventions as appropriate. At the organizational level, STAR Reading results are used by the Data and Assessment and Instructional Coaching teams to inform instructional resource development and strategically deploy instructional coaches.

Aspire Math Assessment

Every student takes an Aspire math assessment based on the specific grade level standards. The assessment includes both computation and a problem solving section. The computation is scored with Illuminate software. The problem solving is scored with Aspire teachers and Education Specialists. A task analysis is done of every paper, so that teachers can identify standards that need to be re-taught. After every administration of the benchmark exams, the student data is analyzed at several levels – classroom, grade level, school and Aspirewide.

External Reporting

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

Element 4

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

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

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

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

The District reserves the right, but is not obligated, to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Charter School through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter “District” and “District Personnel”) from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School’s performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

Aspire Public Schools Board of Directors

The Charter School is an independent charter school governed by the Aspire Board of Directors. Biographies of the current Aspire Board of Directors are attached in Appendix X. Aspire is a California, nonprofit, public benefit corporation. Proof of Aspire’s tax exempt status is attached in Appendix XI.

Aspire is governed by the Aspire Public Schools Board of Directors in accordance with California’s Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The

Charter School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws. Copies of the current Aspire Board's articles of incorporation, by-laws, and conflicts code are attached in Appendix XII but not incorporated herein by reference.

The Charter School shall post all governing board meeting minutes and bylaws on the Charter School's public website (https://aspirepublicschools.org/discover_aspire/accountability/), in accordance with the Brown Act, as applicable.

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

The Aspire Board of Directors currently consists of a maximum of 8 regular members. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive and Compensation 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.

The Board is also responsible for monitoring the programmatic, operational and financial health of all Aspire schools and the organization collectively in order to identify and highlight risks and guide efforts to mitigate those risks.

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire's Board and CEO conduct extensive due diligence to ensure that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to Aspire's growth and success.

The recruitment, evaluation and selection of new Board members typically are conducted through the following seven-step process.

Step 1: Solicit nominations and compile names

Step 2: Initial meeting with nominating Board member

Step 3: Nominator reports back to the Board

Step 4: Prospective member meets with CEO, other Board members and staff

Step 5: Visit schools and attend Board meeting(s)

Step 6: Final meeting with CEO or nominator

Step 7: Board votes on prospective member

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. The term of any Board member shall not exceed four years and a Board member may not serve more than two consecutive terms. All Board meetings are noticed and held in compliance with the provisions of the Brown Act, as applicable. A majority of the directors then in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon

the presence of the quorum. Participation through teleconference is permitted and in accordance with the Brown Act, as applicable.

At a high level, there are three broad categories that define what characteristics Aspire looks for in prospective Board members:

Skill Set – All Board members must have expertise in an area that is valuable to Aspire’s operations, especially where there are gaps in the board skill set.

Fundraising Capacity – All Board members are required to support the fundraising goals and program of the organization.

Diversity – Geographic, ethnic and gender diversity are very important factors.

Aspire will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers’ compensation and unemployment insurance policies.

Aspire’s comprehensive organization chart is below:

- ***Chief Executive Officer (CEO)*** – The CEO is responsible for the strategic direction and success of the organization across all states and regions.

- ***Chief Financial Officer (CFO)*** – The CFO is responsible for general accounting and financial planning and analysis, as well as major facilities planning. The CFO is responsible for monitoring cash flows, budgets and mitigating financial risks to the organization.

- ***Chief Operating Officer (COO)*** – The COO is responsible for overseeing Aspire’s Operations, People, Data & Assessment and Technology teams.

- ***Chief Academic Officer (CAO)*** - The CAO is responsible for leading Aspire’s instructional vision and program design.

- ***Chief Schools Officer (CSO)*** - The CSO is responsible for leading Aspire’s four Area Superintendents, Student and Family Supports and Leadership Initiatives.

- ***Area Superintendent*** – This role is focused on providing coaching and mentoring support to the principals that they manage. This role is responsible for the overall performance of the schools in their region.

- ***Principal*** – The Principal is the instructional leader of the Charter School and is responsible for shaping the instructional program and helping students achieve.

- ***Finance Committee***- To provide financial oversight for the organization. Responsibilities include:

- Review and approve quarterly financial statements
- Discuss long-term financial targets
- Review assumptions in the annual budgeting process
- Review financial results in relation to our organization's bond covenants

-Executive and Compensation Committee - Assists the Board by having the authority to act on behalf of the Board between Board meetings. Responsibilities include:

- Act with delegated limited approval authority of the Board (defined below) between meetings
- Evaluate the CEO
- Perform such other duties as the Board may from time to time assign to the committee.

-Audit Committee - assists the Board in the Board's oversight of the quality and integrity of Aspire's accounting, reporting, and auditing practices. Responsibilities include:

- Select and retain auditor
- Review and approve audit
- Review audit findings
- Review and approve Form 990

-Governance Committee - assists the Board in establishing and overseeing sound corporate governance practices and procedures by reviewing, among other things, board composition, structures, functions and Aspire Public Schools' governance policies and practices. Responsibilities include:

- Identify, cultivate and recruit new directors to serve on the Board.
- Support orientation of new directors
- Engage new directors as active participants
- Plan for board leadership succession.
- Assess how the board, directors and committees
- Identify opportunities for the Board to keep abreast of

-School Site Council- responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of The Charter School's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees.

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the OCS in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the OCS in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the OCS within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

The Charter School acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including The Charter School to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at The Charter School and of the District. The Charter School further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that The Charter School does not have that The Charter School needs in order to meet its obligations, the District shall provide the same to The Charter School in a reasonably timely manner upon request under Education Code section 47604.3.

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

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

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

The Charter School and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

To the extent that The Charter School is a recipient of federal funds, including federal Title I, Part A funds, The Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Every Student Succeeds Act (ESSA) and other applicable federal grant programs. The Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESSA and other applicable federal programs.

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

Family and Community Involvement

For Aspire board meetings, there is a live teleconference line and video broadcast available in a conference room at the LA, CV and MEM Regional Offices. The exact location for each meeting is posted on the Board agendas. An Aspire staff member is present in the conference room at the location posted on the agenda to assist any parents who would like to participate via 2-way teleconference or video broadcast. The Board Meeting teleconference number is posted on all Board agendas. The Brown Act is followed with regard to teleconferencing. Early in each school year, the board of directors sets and approve its annual calendar of meetings. A majority of the Directors in office constitutes a quorum. All acts or decisions of the Board are by majority vote based upon the presence of the quorum.

All meeting agendas are posted in accordance with the Brown Act. All meetings of the Board are meetings in which the public may attend and participate.

The Board agendas, meeting times, and locations are posted in advance on the Aspire website and at each Aspire school, including the Charter School, in accordance with the Brown Act. Local stakeholders can directly participate in meetings by attending them in person, via videoconference or via teleconference. The procedures are designed to comply with the Brown Act because they create open, public meetings that comply with the teleconference requirements identified in Government Code Section 54953.

Board meetings are typically physically held at the principal office of Aspire Public Schools, currently 1001 22nd Ave, Oakland, CA 94606 and are subject to change. Regular Board meetings are typically held 5 times per year. Executive and Compensation Committee meetings are typically held every month. Frequency and location of Regular and Executive Board meetings are subject to change and noticed in accordance with Brown Act, as applicable. Special and Emergency Board meetings shall be called according to Brown Act. The Annual meeting shall be held at a time, date and place as may be specified and noticed by the Board of Directors, in compliance with Brown Act. Section 6.6 of Aspire's bylaws details when and how a Board member may participate in a meeting telephonically and such provisions are compliant with Brown Act. The Aspire Board has developed conflict policies that have mechanisms in place for Board member abstentions, which are consistent with Brown Act.

The Board has delegated limited approval authority to an Executive and Compensation Committee, currently consisting of three Board members, which handles all school-related matters, such as expulsions, contracts and MOUs for schools, and charter petitions and renewals. The Executive Committee meets almost monthly and is subject to Brown Act. The Executive and Compensation Committee typically meets at the Aspire Home Office, and the meetings are broadcasted in the same way as the full Board meetings.

Their responsibilities are as follows:

1. Routine compliance reports to charter authorizers, including, but not limited to, regional or school based finance reports;
2. Routine submissions to charter authorizers related to charter renewal or charter oversight, including, but not limited to, charter renewal documentation and changes to individual school enrollment preferences or admissions policies;
3. Student discipline matters requiring Board review;
4. Federal, state, local, and private grant program documentation, including, but not limited to, documentation for Local Educational Agency Plan and Title I compliance;
5. Board of Directors and Executive Committee meeting minutes;
6. Quarterly financial statements;
7. CEO evaluation recommendation;
8. CEO and CFO compensation recommendation;
9. Changes to and new salary schedules and bands that fall within the Board approved organizational budget;
10. Organizational and routine compliance policies;

11. Local Control and Accountability Plans for each individual Aspire school;
12. Construction project budgets for any project less than \$2M; and
13. Urgent matters that arise unexpectedly between board meetings

Aspire encourages all stakeholders to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, pursuant to Education Code (EC) Section 52852, the Charter School shares local control with a School Site Council (SSC). The SSC is comprised of the principal and representatives of teachers, other school personnel, and parents of students attending the school; in secondary schools, students themselves may be part of the group. The group is generally responsible for assessing the needs of the students, analyzing student data to make programmatic recommendations, collaborating on the development of the LEA's Local Control Accountability Plan, reviewing and allocating available supplemental categorical funds, and working with other school committees. The SSC is an integral part of the success of the students and the school as a whole; however, there are certain areas that *NOT* the scope of the SSC:

- Management of the school
- Policy-making
- Political organizing
- Fundraising
- Socializing
- Personnel recommendations and decisions

Additionally, in order to encourage and support stakeholder involvement, each school's website contains the following information in both Spanish and English:

1. Timely notices of board meetings and other school committee meetings that involve parents.
2. Meetings held/interpreted in Spanish and English.
3. Opportunities to share thoughts and opinions through email and ParentSquare, the interactive parent communication platform used by the school.
4. Short summaries of issues, ideas, and decisions of school committees
5. At least two opportunities for parents to give detailed input on the Local Control Accountability Plan

As the leader of the school, the principal also plays a vital role in the success of the SSC and all stakeholder involvement. The Principal is responsible to ensure clear communication, a fair voting and/or voice process, timely budgeting, careful agenda creation, essential resources and training, collaboration on stakeholder priorities and concerns, and guidance for the overall implementation and success of the group.

Parent volunteering is not a condition of admission and/or continued enrollment at the Charter School, but the school welcomes parents to participate in morning meetings, assemblies, open

houses, parent education nights, volunteer opportunities, field trips, Coffees with the Principal, School Site Council, and ELAC meetings.

According to EC 47605.6(n), a charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

In order to ensure that parents understand that there is no volunteering requirement, information will be sent home via ParentSquare in English and in Spanish. Additionally, the print out of the ParentSquare message will be printed in English and Spanish and sent home with each student. Further, at each meeting that parents attend, this announcement will be reiterated.

Additional Opportunities for Family Involvement

1. Exhibition panels – Families may sit on panels to judge student work.
2. School and staff evaluations – Families complete a survey each year evaluating the strengths and weaknesses they identify with the program at The Charter School.
3. Student-led conferences – Students will lead conferences on their work during the year to keep their families informed.
4. Volunteer Opportunities – Various opportunities will arise for families to volunteer, such as helping in classrooms, leading extra-curricular activities, assisting in event planning, attending study trips, and serving on family committees. Parent volunteering is not a condition of their child’s admission/enrollment and/or continued enrollment within the Charter School.
5. Fundraising – Families and community members may work with The Charter School to raise additional resources to support students and The Charter School program.
6. Advocacy – Families and community members communicate The Charter School design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources.
7. Aspire Board of Directors meetings (including Executive and Compensation Committee meetings) – Families and community members are welcome to the Board meeting. In compliance with the Brown Act as applicable, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.
8. In addition to mid-year and end of year surveys, the Charter School holds two teacher Town Halls and two family information nights to obtain input on the education program and LCAP goals.

Addressing Family Concerns and Complaints

Aspire has established a formal complaint process to address any family complaints about the employees or employment practices of the organization. Aspire has issued a Uniform Complaint Procedure Policy and a Community Complaint Form, which can both be found in Appendix XIII. 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, attached in Appendix XIV.

Element 5

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all State and federal requirements that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

OBLIGATION TO REPORT TO CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

Charter School shall comply with Education Code section 44030.5 with respect to reporting the change in employment status to the California Commission on Teacher Credentialing where the change of employment status is a result of an allegation of misconduct, or while an allegation of misconduct is pending, and with Education Code section 44939.5 regarding the reporting of egregious misconduct.

EMPLOYMENT OF FELONS

The Charter School shall comply with the provisions of Education Code section 44830.1 and 45122.1 with respect to the employment of persons convicted of violent or serious felonies.

Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The Charter School will conduct background checks on employee candidates to provide for the health and safety of The Charter School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Capital department, along with the Director of Employee Services and the Controller, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including authorization requirements outlined in Section 47605(1) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, The Charter School may choose not to require credentials for teachers in non-core, non-college-prep courses (e.g. music, physical education, various electives, etc.) or as authorized under Education Code §44258.3. The educational and skill level qualifications and job descriptions of teachers to be employed in The Charter School shall meet the educational goals as outlined in this charter.

Chief Executive Officer

The CEO is responsible for the strategic direction and success of the organization across all states and regions.

Aspire does not have a set of specific required background knowledge and qualifications for the CEO. The following characteristics are generally part of what makes an ideal CEO for Aspire:

- Experience in the charter sector, leading charter management organizations of significant size.
- Proven ability to lead the organization through its next phase of growth and to its next level of student achievement.
- Ability to inspire and maintain a strong organizational culture across Aspire.

Bay Area Area Superintendent

Overall responsibility for “dual bottom line” (academic and fiscal results) of all schools in geographic area. Oversees education program implementation, operations, fiscal management, and human resource management. Support principals in ensuring results and growth. Uphold the mission and values established by Aspire Public Schools.

Required knowledge, skills, and abilities:

Aspire ERES Academy Charter Renewal Petition (2019-2024)

- Demonstrated success as an instructional leader and in the professional development of teachers and principals
- Demonstrated command of the intricacies of school operations and planning
- Exceptional management skills including planning, directing, reporting, budgeting and administrative responsibilities
- Knowledge of characteristics of successful schools and how to implement them
- Knowledge of California school finance
- Strong problem analysis and problem resolution at both a strategic and functional level
- Proven leadership skills with the ability to attract, develop and inspire a team; exceptional ability to bridge and enhance cooperative working relationships
- Demonstrated budget management responsibility
- Entrepreneurial passion

Required educational level:

- Master's Degree or Ph.D. in education

Required experience:

- 5+ years teaching
- 5+ years in school administration at the district level
- 5+ years experience as a principal

Principal Qualifications

The Charter School's Principal will be the instructional leader at The Charter School and will be responsible for helping The Charter School and students achieve the outcomes outlined in this charter petition. Principal applicants are first screened by the Area Superintendent; if move on, phone screened by the regional recruiter; if move on, participate in a panel interview with lead teachers and other principals; if move on, participate in a panel interview with students, parents and community members that have a presence at the school site. A biography of The Charter School's Principal is attached in Appendix XV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- In-depth experience developing teachers
- Strong experience in performance assessment
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion
- Demonstrated P&L responsibility

- Computer and Internet search skills

Required educational level:

- Bachelors degree
- Masters or Ph.D. in Education preferred

Required experience:

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

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

- Strong organizational, time management and multi-tasking skills
- Strong interpersonal and communication skills
- Expedience in office management
- Ability to work with constant interruptions and remain focused; understand and carry out oral and written instructions; learn new procedures and upgrade skills in order to meet changing job conditions
- Ability to work independently as well as with a team
- Professional appearance and manner
- Knowledge of Ed Code preferable (or interest in learning)
- Fluency in Spanish - highly desirable

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

Teacher Qualifications

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

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

In addition, teachers of core, college preparatory courses at each Aspire school will be required to hold a valid California authorization similar to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (e.g. math) will be required to hold a subject-specific authorization. In accordance with Education Code Section 47605(1), flexibility shall be given with regard to noncore, noncollege preparatory courses.

Teacher Hiring

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

The Principal will be in charge of making School hiring decisions and may have the opportunity to work with other staff and community members in making these decisions. The Charter 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 Charter School.
- *Business/Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending declined candidates’ paperwork to Aspire’s Home Office.
- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.

- *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Other Jobs at the School

Below are other positions that contribute to the daily functioning of the Charter School. The selection process for all school site positions is first a screening from a regional recruiter, followed by an interview by the direct supervisor for the role and an optional team interview.

Building Manager

Required knowledge, skills, and abilities:

- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to guide and support facility staff
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages

Required educational level:

- None

Required Experience

- 1-3 years of janitorial experience preferred but not required

Essential Duties and Responsibilities

- Oversees and supports the Assistant Building Manager
- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
- Set up and clean dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform minor routine maintenance, including touch-up painting, replacing lights, etc.
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn
- Coordinate and manage night cleaning service and contractors to ensure building and grounds are well-cleaned and maintained, and a regular schedule of major cleaning is kept (e.g. polishing floors, steam cleaning carpets, etc.)
- Order cleaning and building supplies
- Set up and arrange furniture for assemblies, meetings and special events
- May be responsible for locking and unlocking doors, windows and gates, and turning security system on/off

- Identify any major security or safety hazards and major repair needs
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

After School Educator

Required knowledge, skills, and abilities:

- Ability to effectively implement curricula and program activities
- Ability to effectively manage classroom activity and promote responsible student behavior and decision-making
- Knowledge of child and/or youth development concepts and different learning styles; demonstrated enthusiasm for working with young people
- Ability and willingness to reflect and improve own performance, including developing knowledge of Aspire Instructional Guidelines and participating in Aspire professional development
- Proficiency in use of computer technology and the internet

Required educational level:

- Associate's degree or 48 units of college credit

Required Experience

- Experience working with children or youth in a school or community-based setting
- 1+ year as a teacher, teacher intern, or teaching assistant preferred

Essential Duties and Responsibilities

- Maintains a safe and effective environment for academic instruction and/or enrichment activities
 - Effectively manages student classroom behavior to ensure all students are fully engaged in learning
 - Complies with all safety and other regulatory and/or funder requirements
- Delivers high-quality instruction in assigned academic or enrichment content areas which is developmentally appropriate; differentiates instruction to meet individual student needs
 - Under the guidance of the Afterschool Director or other assigned staff, implements regular assessments and analyzes student performance data to drive lesson planning and monitor student progress
 - Collaborates with other afterschool staff, school day teachers and outside service providers to identify unique student needs, diagnose and address learning challenges, and share information about student progress
 - As needed, provides whole class, small group and individualized instruction to students
- Creates an environment of high expectations for learning, student behavior and staff professionalism

- Fosters a program culture of high expectations that includes college preparation for all students
- Collaborates with Aspire team members to shares best practices and improve own and others' instructional skills, including actively participating in professional development, training and coaching opportunities
- Supports regular communications with parents/families to engage them in the afterschool program to help support student success
- Fulfills all administrative requirements, including tracking daily student attendance, in accordance with Aspire procedures
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Performs other related duties as required and assigned

Counselor

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students in applicable grade level
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Bilingual - Spanish
- The ability to perform the following duties is highly desirable:
 - Supervise MSW level interns/PPS Interns
 - Supervise additional MSW level employees pursuing their clinical licensure in CA

Required educational level:

- Master's Degree in Counseling/Social Work or related discipline

Required Experience

- PPS Credential or Eligibility for PPS Credential

Essential Duties and Responsibilities

- Possess an extensive knowledge of a variety of forms of intervention and prevention models for both individuals and group therapeutic settings (ex: CBT, Play Therapy)
- Create and implement therapeutic interventions for the purposes of fostering better mental health and positive learning environments for all students at Aspire
- Collaborate with school on universal interventions for students such as peer mediation, conflict mediation, etc.

- Foster healthy families through community and school programming, including, but not limited to: parent education and community service
- Create and maintain relationships with outside agencies to help foster better learning and support for the students of Aspire and their families
- Provide crisis counseling and referrals for students as needed
- Consistently and routinely update case files for students under their care
- Continually improve social work skills by seeking out constructive feedback and professional development opportunities
- Exhibit positive rapport with students
- Possess a thorough understanding of and abide by the NASW Code of Ethics
- Create positive and consistent communication with Aspire staff and administration about social work goals and processes
- Attend all staff meetings
- Attend IEP and inter-departmental meetings for students receiving counseling services
- Supervise counseling trainees/interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Education Specialist Mild/Moderate/Severe

Required knowledge, skills, and abilities:

- Knowledge of special education principles, concepts, methodologies, and documentation requirements
- Knowledge of special education assessment, planning, instruction, and evaluation
- Knowledge of child cognitive development and different learning styles
- Ability and willingness to implement students' IEPs
- Ability and willingness to reflect and improve
- Flexibility and ability to adapt to changing conditions; ability and good judgment to take initiative to modify activities
- Strong written and verbal communication skills; ability to collaborate with general education and special education colleagues, parents and community
- Special Education Experience
- Ability to work independently as a self-starter in a new organization
- Ability to excel as a member of a team
- Ability to work with an ethnically and economically diverse student body

Required educational level:

- Current California Education Specialist (Mild/Moderate or Moderate/Severe) authorization required
- Bachelor's Degree required; Master's Degree preferred

Required Experience

- 2+ years working with students which special needs in an educational setting required

Essential Duties and Responsibilities

- Administer academic diagnostic tests
- Participate as a member of a team to identify the needs and specific goals and objectives of each child's IEP
- Instruct students with IEPs for the purpose of developing appropriate academic and interpersonal skills
- Consult and articulate with faculty and parents via meetings, phone, and email regarding the needs and progress of students
- Create and maintain notifications, records, files, and reports as required by federal, state, and SELPA regulations
- Maintain knowledge of current regulations pertaining to special education
- Participate in Student Study Team meetings and follow up plans as needed
- Collaborate with faculty to ensure that students modifications and accommodations are being appropriately implemented in the general education classroom
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

School Psychologist

Required knowledge, skills, and abilities:

- Demonstrated commitment to students and learning
- Experience with students grades K-6
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively and interact effectively with different audiences
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully handle multiple cases concurrently
- Ability to work as a part of a team
- Demonstrates ability to adjust to and use new approaches in the performance of his/her duties
- Deals with obstacles and constraints positively
- Spanish bilingual preferred, but not required

Required educational level:

- Bachelor's degree; Master of Science in Psychology or Sociology
- Pupil Personnel Services Credential

Required Experience

- School Psychologist Intern also acceptable

Essential Duties and Responsibilities

- Provide individual and group services to children that emphasize improved educational performance and/or conduct

- Screen and evaluate referred children including selecting appropriate instruments, administering tests, observations, and writing reports which state the evaluation findings and provide for educational program recommendations
- Participate as a member of the IEP team, contributing evaluation findings and collaborating with all members of the team to develop education plans
- Collaborate with school staff around RtI implementation, Student Study Team meetings, and Aspire wide Crisis planning
- Consult with parents, teachers, and other staff regarding any accommodations/modifications needed for a specific child
- Maintain appropriate data on students, including present levels of performance and intervention strategies
- Establish and monitor necessary caseloads, work with schools and other staff to plan assessments and meetings; submit records, reports, and assignments promptly and efficiently
- Supervise Psychology interns as necessary
- Demonstrate knowledge of, and support, Aspire Public Schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

Professional Development

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in regional trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data.

In addition, Aspire conducts formal and informal observations of instructional practice. Teachers receive frequent observations from a trained observer throughout the year grounded in Aspire's instructional rubric, the Aspire Student Learning Framework (ASLF). Originally based on TNTP's Core Teaching Rubric, the ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms. Each domain includes a separate list of instructional strategies, known as Core Teacher Skills, that teachers may utilize to improve student performance in the given area of focus. The Aspire Student Learning Framework is attached in Appendix XVI.

Element 6

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year.

Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. The Charter School’s safety plan is attached in Appendix XVII.

Blood borne Pathogens

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

Charter School shall comply with the requirements set forth in Education Code section 44939.5 regarding the reporting of egregious misconduct committed by certificated employees.

Procedures for Background Checks

Employees, volunteers, and contractors of The Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Aspire's Human Resources department, along with the Director of Employee Services and the Controller, shall monitor compliance with this policy.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a

person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws. All staff, including teaching and non-teaching shall be mandated child abuse reporters, and will be required to complete SafeSchools online training "Child Abuse: Mandatory Reporting (full course)" and will follow all applicable reporting laws

Tuberculosis Testing

The Charter School's faculty and staff will be tested/examined for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Immunizations

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

Medication in School

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

Vision, Hearing, and Scoliosis

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

DIABETES

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

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

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Charter School shall comply with the requirements of Education Code section 49475 regarding concussions/head injuries with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Feminine Hygiene Products

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

Emergency Preparedness

The Charter School shall adhere to Emergency Preparedness Procedures drafted specifically to the needs of The Charter School. These procedures shall include, but not be

limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for The Charter School site may be used as a starting basis for updating the procedures for The Charter School.

SAFE PLACE TO LEARN ACT

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

Competitive Athletics

Charter School shall comply with the requirements of Education Code section 221.9 with respect to the disclosure requirements regarding competitive athletics, and shall comply with the requirements of Education Code section 33479.1 et seq. with respect to any athletic program that it offers, as well as Education Code section 49475 et seq. with respect to institution of a concussion protocol.

[A1]

Gun-Free Schools Act

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

TOBACCO USE PREVENTION

Charter School shall enact policies to prohibit the use of Tobacco near its school site in accordance with the provisions of California Health and Safety Code section 104495.

SUICIDE PREVENTION POLICY (GRADES 7-12)

Charter School shall adopt, at a regularly scheduled meeting, a policy on pupil suicide prevention in Grades 7 through 12 inclusive, pursuant to Education Code section 215.

TRANSPORTATION

The Charter School shall meet the requirements of Education Code section 39831.3 with respect to any transportation services provided to or from school or a school activity.

DATA PRIVACY

Charter School shall take the required steps to protect the data privacy of its pupils, including but not limited to complying with the requirements of Education Code section 49073.6 with respect to any maintenance of any information obtained from social media in its pupil records.

OTHER REQUIREMENTS

Charter School shall comply with the requirements of Education Code section 33133.5 with respect to notifying pupils of the appropriate telephone number to call to report child abuse or neglect, and Education Code section 51900.6 with respect to the age-appropriate content in sexual abuse and sexual assault awareness and prevention.

Drug Free/Alcohol Free/Smoke Free Environment

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

Asbestos

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

Facility Safety

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

Comprehensive Sexual Harassment Policies and procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, gender, immigration status, age, medical condition, marital status, sexual orientation, or disability. Aspire has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at The Charter School (including employee to employee, employee to student, and student to employee misconduct).

SUICIDE PREVENTION POLICY

Aspire Public Schools' Suicide Prevention Policy for all grades meets the requirements of Education Code Section 215 and to California Bill 2246

Element 7

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

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

- Developing an enrollment timeline and process that allows for a broad-based recruiting and application process,
- Engaging in outreach efforts and making presentations via neighborhood groups, community organizations, churches, other leadership organizations, and local preschools.
- Advertising openings through marketing brochures, posting flyers in neighborhoods, distributing flyers at local grocery stores, and/or TV/radio public service announcements targeted towards diverse populations, and when needed, in various languages.
- All outreach and recruiting efforts are done in English and Spanish.
- Hosting open houses to provide information on the school’s curriculum and program.
- Recruiting for all student populations, including academically low-achieving and economically disadvantaged students.

The Charter School is committed to ensuring that all students and families involved with our outreach and process are made to feel welcome and respected. Aspire shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire is committed to upholding the District’s ethnic balance goal, and the school’s outreach and recruitment efforts described above will support this.

Element 8

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

Charter School shall also comply with the following requirements of Education Code section 47605(d)(2)(B)(i)-(iv):

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) Preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859 with respect to foster children and homeless youth.

NON-DISCRIMINATION

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

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

PARENT ENGAGEMENT

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

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

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

The Aspire application process is comprised of the following:

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

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

applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, The Charter School will hold a public random drawing to determine enrollment for the impacted grade level. All students who are currently enrolled in the Charter School from the previous school year will be exempt from the lottery. Enrollment preferences in the case of a public random drawing shall be as follows:

- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the Charter School
- Children of Founding families of the Charter School
- Students who are eligible for free or reduced-price meals
- All students who seek to continue their preparation and readiness for college from other Aspire schools
- Children residing within the District
- All other students who reside in the state of California

All names will be drawn randomly to determine the students who are accepted and those who are on the waitlist. The order of names drawn will determine the order of names on the waitlist. At the conclusion of the public random drawing, students who were accepted will be notified by the Charter School Office/Business Manager phone, email, and mail within two days and asked to register within two weeks for the upcoming school year online or in person. All students who were not granted admission due to capacity shall also be contacted and told their number on the waitlist. This waitlist will be posted in a public place in the school and will allow students the option of enrollment in the case of an opening during the current school year. As openings become available, the Office/Business Manager will offer enrollment to students in the order as listed on the waitlist through the online enrollment system.

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

Upon confirmation that a student has secured a spot at The Charter School, parents must submit a completed Registration Form usually within two weeks. Every effort will be made to contact the parents and ensure that the forms are submitted in a timely fashion. The Charter School's Office Manager will also help any parents who need assistance in completing the lottery and/or registration forms, and the school will keep written records of the lottery forms, procedures, accepted lists, and waitlists for a period of one year.

Founding Parents/Founder Family Preference

1.1 "Founding Period": The applicable time period in which an individual can be deemed a Founding Parent/Founder is the specific period during which the charter petitioner team is developing the charter school through the school's first day of instruction. The petitioners must submit to the Charter Schools Division documentation establishing an official start of founding period at the time of charter petition submission (i.e., typically 12-18 months

prior to charter approval; reflected in board minutes). A school may not add to the founding group after the first day of instruction.

1.2 “Founding Parent/s” or “Founders” are respectively defined as parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period as noted in subsection 1.1. There shall be no requirement that Founding Parents/Founders contribute funds as a part of their commitment. Petitioners must prescribe in their charter petition the eligibility criteria for Founding Parents/Founders, including defining the appropriate minimum number of volunteer hours required.

1.3 Founding Parent status cannot be delegated or transferred to other individuals. Preference for children of Founding Parents/Founders may apply during the life of the charter as long as pupils who qualify for this preference does not constitute more than 10 percent of the school’s enrollment. The admissions preference is applicable to all children of the charter school’s Founding Parents/Founders even if the children do not begin attending the charter school until after the first year of the school’s operation.

Planned Application, Public Random Drawing, and Admission Schedule

Aspire typically utilizes the following application, public random drawing, and admission schedule. The schedule below may be abbreviated to ensure all steps are followed within a shorter time frame.

December – January

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

January - March

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

March - May

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

Element 9

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

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

- o On or before July 1, an annual update required pursuant to Section 47606.5.*
- o September 1 – Final Unaudited Financial Report for Prior Year*
- o December 1 – Final Audited Financial Report for Prior Year*
- o December 1 – First Interim Financial Report for Current Year*
- o March 1 – Second Interim Financial Report for Current Year*
- o June 15 – Preliminary Budget for Subsequent Year*

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. Aspire’s Audit Committee, in conjunction with Aspire’s Chief Financial Officer, is responsible for contracting with the independent auditor, who shall be selected from the Certified Public Accountant’s Directory published by the State Controller’s Office. The audit shall be conducted in accordance with Education Code Section 47605(m) and the applicable portions of Standards and Procedures for Audits of California K–12 LEAs as published in the *California Code of Regulations*. Aspire’s Chief Financial Officer is responsible for overseeing the independent audit. Aspire shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law and by December 15 of each year. Aspire will resolve audit exceptions and deficiencies, if any, in a timely fashion. All exceptions and deficiencies and their remedies and will be communicated to the District in a timely matter. If any audit exceptions are identified during the audit, Aspire will immediately look to address the root cause of the issue and seek to determine an action plan to resolve to ensure that exceptions have been corrected. Aspire will put processes and procedures in place to minimize the risk of the issues re-occurring. Aspire will adhere to the Education Code responsibilities, reporting requirements and timeline regarding audit exceptions identified by our independent auditor.

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

41344. The independent financial audit of The Charter School is a public record to be provided to the public upon request.

Financial Statements

Attached, in Appendix XIX, please find the following documents for The Charter School:

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

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

Element 10

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

The Charter School’s student discipline procedures, at a minimum, shall comply with federal and state constitutional procedural and substantive due process requirements as follows:

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

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

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

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

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and based on California Education Code. The Charter School will notify the District of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code §47605(d)(3), upon expulsion of any student, The Charter School shall notify the superintendent or superintendent designee of the district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

This means that the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

The Charter School will facilitate placement of expelled students by communicating with the District as soon as practical. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

The Charter School will provide advanced notification (in alignment with parent notification) of expulsion hearings to the Oakland Unified School District Office of Charter Schools, so that an Oakland Unified School District Representative may attend.

The Charter School will provide to the Oakland Unified School District Office of Charter Schools for review, all documentation of findings/evidence related to expulsions; including an audio or video recording, or authenticated written transcript, of the hearing. All documentation needs to be submitted to the Oakland Unified School District Office of Charter Schools within 1-2 business days of the expulsion.

Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be provided during and pending the completion of the Charter's School's student expulsion process as required by law.

Discipline Foundation Policy

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers both behaviorally and academically.

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. This fits directly with Aspire's College for Certain model and Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization.

Aspire Public Schools' vision states: The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level behaviors and or provide systems for intervening through alternatives to suspension.

Positive Behavior Support Systems

Aspire is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

Multi-tiered Systems of Support (MTSS): MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs.

Positive Behavior Interventions and Supports (PBIS): PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

Restorative Practices (RP): RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire’s overarching positive behavior and discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

- | Alternatives to Suspension |
|--|
| <ul style="list-style-type: none">• Parent Conference• Reflection Zone (Minutes, Reflection Prompt, etc.)• Friday Detention• Saturday Service Day• Adult-Student Relationship Building through specifically planned activities(Ex. Hiking)• Behavior Daily’s• Mentoring• Counseling• Peer Mediations• In-School Alternatives• Restorative conversations, circles and conferences |

In addition to more broad school-based interventions and school culture work, the Charter School’s counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student’s ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put in to their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, improving student attendance and implementing alternatives to suspension.

In direct response to our need to focus on our non-academic indicators of success, Aspire assigns a Regional Manager or Regional Director of Student Services (RM or RDSS) specifically assigned to our schools. The RM/RDSS’s role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to Deans of Students, APs of Culture and other staff around areas related to student behavior and discipline, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.

- Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
 - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
 - Professional development opportunities for mental health counselors
 - Coordination of crisis response protocols and regional response teams
- Provides consultation time with principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
- Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
 - Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
 - Links to authorizer support resources around discipline and behavior interventions
 - Family resource referrals for outside agencies and supports
- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
 - The RM/RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
 - The RM/RDSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
- Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

In terms of the data necessary to determine the efficacy of our school’s behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

- Most common behavior incidents by type
- Suspension rates for students
- Total suspension by month (with comparisons available month to month and by year)

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcher student information system and SEL assessments in order to provide

data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RM/RDSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendent.

Additionally, each RM/RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as principals, APs, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes directors and managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others. The position is supported by the Chief Schools Officer of Aspire Public Schools.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from the teacher's classroom for the day of the suspension plus the following school day.
2. The Principal or the Principal's designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) is related to an Aspire school activity, 2) occurs at an Aspire school or at any other school, 3) occurs at an Aspire school's sponsored event, or 4) occurs between any of the above and home (door-to-door).

Suspension Alternatives

The Aspire CEO, CEO Designee, or Principal may use their discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and anger management programs for students subject to suspension or expulsion. An additional alternative may be community service on school grounds or, with written permission of the parent or guardian, off school grounds during the student's non-school hours. [Education Code 48900.6]

Grounds for Suspension and Expulsion

Aspire provides uniformity in matters of student misconduct requiring disciplinary action and follows Ed Code's guidance on what constitutes grounds for suspension and expulsion pursuant to California Education Code 48900 and 48915, inclusive of all subsections for those codes.

The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of the pupil's own prescription products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged

in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

- D. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A. A message, text, sound, or image.
 - B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of the pupil's age with the pupil's exceptional needs.
 - t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to Education Code 48900 (a) to (r), inclusive and (t) specified above, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or

recommended for expulsion if the CEO or the principal of the Charter School in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code.
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property. Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.

Procedures in Cases Requiring Suspension

1. **Incident Investigation**- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. **Determination of Length of Suspension**- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).

As defined in Education Code 48903 (a) , except as provided in subdivision (g) of Section 48911 and in Section 48912, the total number of days for which a pupil may be suspended from school shall not exceed 20 schooldays in any school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year.

(b) For the purposes of this section, a school district may count suspensions that occur while a pupil is enrolled in another school district toward the maximum number of days for which a pupil may be suspended in any school year.

3. **Legal Notifications**-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Upon reporting such an incident, the principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

4. **Suspension Conference-** Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is also sent to the Aspire home office (Attention: Director of Student Services) and placed in the principal's private student files – suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offenses. Expulsion appeals are brought directly to the Aspire Executive Committee.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.

- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Expulsion

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature, expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- or when, 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.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may expel any student found to have committed a suspendable or expellable offense (APS 5144.1) under the required timelines and provisions of California Education Code. An expulsion decision may be appealed to the Aspire Board of Directors.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if the rehabilitation plan is met.

Approximately one month prior to the conclusion of the term of expulsion, the Aspire Registrar contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. Families have two weeks from the time of that notification to apply for readmission to Aspire. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. If this information is not received within two weeks, the family is called by the Aspire Registrar to remind them of their opportunity to apply for readmission. If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student's application for readmission is reviewed by the board for approval. If approved, the student is re-admitted and a re-entry conference with the principal of their school is scheduled to promote a smooth transition.

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Expellable Offenses

- **Mandatory Expulsion**

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. If determined that the student has committed a mandatory expellable offense, the Aspire Administrative Panel will expel the student.

- **Mandatory Expulsion does not require a second finding of fact.**

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

- **Mandatory Recommendation for Expulsion**

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact.

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife as defined in Education Code 48915(g) or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

- **Permissive Recommendation for Expulsion- Requires a second finding of fact**

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

Special Procedures for the Discipline of Students with Disabilities

1. Disciplinary Removals of Less than 10 days:

A LEA may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, as long as the removal does not constitute a change of placement (34 CFR 300.536).

2. Disciplinary Removals of 10 Days or More:

If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA shall conduct a Manifestation Determination (MD) meeting within ten days of the decision to change the student's placement.

3. Procedural Safeguards/Manifestation Determination

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the manifestation determination team makes the determination that the conduct was a manifestation of the child's disability or was the direct failure of the LEA to implement the IEP/504 plan, the child will return to the placement from which they were removed and the the IEP/504 Team shall convene to address the following:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Aspire school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has previously been developed,
 - i. review the behavioral intervention plan,

ii. and modify it, as necessary, to address the behavior

4. Expulsion of Students with Disabilities:

If the manifestation determination meeting participants determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 plan, then Aspire Public Schools may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Notification of District of Residence

Aspire Public Schools shall immediately notify the District of Residence and coordinate the procedures in this policy with said District for any student with a disability or student who is currently undergoing assessment for a possible disability. Aspire Public Schools is responsible for ensuring that students with known disabilities are provided educational services during and following expulsion proceedings until they enroll in a different LEA.

Services Pending a Recommendation for Expulsion

Students pending an expulsion hearing or following expulsion until enrollment in a different LEA shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP;.

Due Process Appeals

In situations where the parent of an Aspire student with a disability disagrees with any decision regarding placement or the results of a manifestation determination hearing, or Aspire Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Aspire Public Schools agree otherwise.

Special Circumstances

Aspire Public School administrators, the CEO or designee (Senior Director of Special Education) may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

After the student's removal, the LEA shall conduct a Manifestation Determination meeting.

Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

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

If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. If parents request a special education evaluation at the time of the disciplinary action and the Aspire school did not have a basis of knowledge for the disability, Aspire Public Schools shall conduct an expedited special education evaluation. The Aspire school may put the disciplinary proceeding on hold pending the outcome of the evaluation. Upon completion of the evaluation, an IEP team will meet to determine eligibility. If the student is found eligible for special education, a manifestation determination meeting shall be conducted to determine whether the incident that occurred was a manifestation of the student's identified disability.

Element 11

“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.” (Ed. Code § 47605(b)(5)(K).)

All employees of Aspire who qualify for membership in STRS or PERS shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. In the event that PERS is unavailable to the Charter School's classified employees, the Charter School will offer an alternative retirement plan (e.g. an employer-sponsored 403(b) account).

The Payroll and Human Resources Departments at Aspire will ensure that appropriate arrangements for the coverage have been made. Aspire will make all employer contributions as required. Aspire will also make contributions for workers’ compensation insurance, unemployment insurance and any other payroll obligations of an employer.

Element 12

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

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

Aspire schools are “schools of choice,” and The Charter School recognizes that pupil attendance is voluntary and no pupil shall be required to attend an Aspire school.

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

Element 13

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

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

Element 14

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

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school’s response will be in writing, the party identified to respond to complaints, the party identified and charged with making final decisions regarding complaints, and whether the final decision will be issued in writing. The procedures will also identify an ombudsperson for situations in which the school leader is the subject of the complaint. The complaint procedures will be clearly articulated in the school’s student and family handbook or distributed widely.

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

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

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

Charter School shall comply with the requirements of Education Code section 221.61 with respect to posting information regarding the filing complaints under Title IX, including but not limited to the following: 1) the name and contact information of the Title IX coordinator; 2) the rights of the pupil and the public and the responsibilities of the Charter School under Title IX; 3) a description of how to file a complaint under Title IX, including an explanation of the statute of limitations, how the complaint will be investigated and how the complainant may further pursue

the complaint; and a link to the United States Department of Education Office for Civil rights complaint form.

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing (“Written Notification”) by the party asserting the existence of such dispute. If the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607(c), the matter will be addressed at the District's discretion in accordance with that provision of law and any regulations pertaining thereto. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

*To Charter School, c/o School Director:
Aspire ERES Academy
1936 Courtland Ave.
Oakland, CA 94601*

*To Coordinator, Office of Charter Schools:
1000 Broadway, 6th Floor, Suite 639
Oakland, CA 94607*

(2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all facts which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic

confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

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

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

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

Element 15

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

- 1. The OUSD OCS. Charter School shall provide the OCS with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the OCS with a copy of the governing board resolution or minutes that documents its Closure Action.*
- 2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the OCS.*
- 3. Alameda County Office of Education (ACOE). Charter School shall send written notification of the Closure Action to ACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the OCS.*
- 5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Alameda County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the OCS.*
- 6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the OCS.*
- 7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action*

within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the OCS.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the OCS.

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

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

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

1. A description of the circumstances of the closure
2. The location of student and personnel records

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring student records to receiving schools shall be in accordance with OUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the OCS in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the OCS for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the OCS a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the County Office of Education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

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

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

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

- 1. Preliminary budgets*
- 2. Interim financial reports*
- 3. Second interim financial reports*
- 4. Final unaudited reports*

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

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

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

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

REQUIRED NOTIFICATION TO DISTRICT

The Charter School shall notify, within 30 days, the superintendent of the school district of any pupil who is expelled or leaves The Charter School without graduating or completing the school year for any reason. The school district notified shall be determined by the pupil's last known address. The Charter School shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information, pursuant to Education Code Section 47605(d)(3).

The Charter School shall define any student dismissal under the Charter School's disciplinary procedure, or termination of a student's right to attend the The Charter School under its disciplinary procedure, as an "expulsion" under the Education Code.

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

FACILITIES

If Charter School is using District facilities as of the date of the submittal of this charter petition, renewal petition, or request for material revision, or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition, Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument, unless otherwise agreed to by the District. There is no automatic renewal.

For any other use agreement, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter, and may be one (1) school year in duration, at the option of the District. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the OUSD Board of Education with the renewal or request for material revision of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal or material revision of the charter petition, the approval of the renewal or request for material revision of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal or material revision of the charter petition, whichever comes first. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and

furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.*

- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*

- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*

- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*

- (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.*

- (ii) *Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.*

- *Minimum Payments or Charges to be Paid to District Arising From the Facilities:*

(i) *Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and*

(ii) *Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the OUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.*

- *Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*

(i) *Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.*

(ii) *Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and OUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay OUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.*

- *Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in OUSD's property insurance or, if Charter School is the sole occupant of OUSD facilities, obtain and maintain separate property insurance for the OUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the OUSD facility IF Charter School is co-locating or sharing the OUSD facility with another user.*

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the OCS with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the OCS. If Charter School intends to move or expand

to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the OCS for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the OCS that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the OCS upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

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

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

ADMINISTRATIVE SERVICES

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

DISTRICT IMPACT STATEMENT/CIVIL LIABILITY EFFECTS

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

- *The Charter School is subject to District oversight.*
- *The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal condition of The Charter School.*
- *The District is authorized to revoke this charter for, among other reasons, the failure of The Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.*

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

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

The Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to The Charter School.

When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

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

Charter School, through this Charter and/or a separate Memorandum of Understanding, agrees to defend, and indemnify and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns.

FISCAL MATTERS

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from

the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.*
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.*
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.*

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

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

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

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

[Charter School/District] shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act. (Government Code section 3540 et seq.) Charter School shall comply with all applicable requirements of the EERA, and the exclusive employer shall comply with the duties and obligations of the exclusive employer under the EERA. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

In the event that The Charter 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 Charter School to determine the disposition of all assets and liabilities of The Charter School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

Charter School will provide the charter authorizer the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the charter authorizer and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the charter authorizer immediately upon the transfer of Charter School’s employee records to the designee. The Chief Operating Officer will serve as the school’s closure agent.

Documentation of Closure Action

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

Notification to the California Department of Education

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

- a. School name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and
- d. Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

Notification to Parents and Students

The Aspire Board of Directors will promptly notify parents and students of The Charter School, the State Board of Education, the County Office of Education in which The Charter School is located, The Charter School's SELPA, the retirement systems in which The Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

Notification to Receiving Districts

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

Student and School Records Retention and Transfer

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

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

Financial Close-Out

Aspire will have an independent audit completed within six months after the closure of The Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles *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 Charter School.* The final audit will include an accounting of all The Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to The Charter School. The cost of the audit will be considered a liability of The Charter School.

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

Dissolution of Assets

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

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

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

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

CHARTER RELATED ISSUES

Term of Charter Petition

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

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

The Charter School's renewed charter shall begin on July 1, 2019 and will expire on June 30, 2024.

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.

Aspire ERES Academy Charter Renewal Petition (2019-2024)

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

DISTRICT IMPACT STATEMENT

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

- California Education Code Section 47605(g)

Facilities

The Charter School intends to continue operating at its current location at 1936 Courtland Ave. 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

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

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by The Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other authorizer-

requested protocol to ensure the District shall not be liable for the operation of The Charter School.

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

APPENDICES

- I. OUSD Performance Report
- II. Summary of The Charter School Data
- III. Similar Schools Study
- IV. Sample of The Charter School Bell Schedule
- V. Sample of The Charter School Academic Calendar
- VI. The Charter School's Assessment Calendar
- VII. Aspire Public Schools' English Language Master Plan
- VIII. Aspire Public Schools' 504 Procedures
- IX. Proof of LEA SELPA Membership
- X. Aspire Public Schools' Board of Directors Biographies
- XI. Aspire Public Schools' Proof of Tax-Exempt Status
- XII. Aspire Public Schools' Articles of Incorporation, Bylaws, and Conflict of Interest Code
- XIII. Aspire Public Schools' Uniform Complaint Procedures
- XIV. Aspire Public Schools' Discrimination and Harassment Policy
- XV. The Charter School's Principal Biography
- XVI. Aspire Public Schools Student Learning Framework
- XVII. The Charter School's Sample School Site Safety Plan
- XVIII. Aspire Public Schools' Evidence of Insurance
- XIX. The Charter School's financials
- XX. Aspire Public Schools' Leadership Team Biographies
- XXI. Aspire Public Schools' Fiscal Control Policies
- XXII. The Charter Schools' Student Family Handbook

Appendix I:
OUSD Performance Report

ASPIRE ERES ACADEMY

CHARTER RENEWAL PERFORMANCE REPORT

Guidelines

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school’s charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and state your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please rate yourself by placing an “X” in the appropriate box (1-5) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal School Site Visit.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).

A **draft** of this report needs to be submitted to the Office of Charter Schools staff (contact information is available at <https://www.ousdcharters.net/contact-us.html>) via e-mail in Word format **at least 2 weeks in advance** of the Renewal School Site Visit. **The final draft** of this Performance Report needs to be submitted as an **Appendix in the Renewal Charter Petition**.

1. How effective is your school overall?						
Evaluation:	1	2	3	4	5	
Unsatisfactory			x			Excellent
How do you know?						
<p>Aspire ERES Academy provides a safe, joyous, and familial setting for scholars as they begin their educational careers. Many of our scholars begin transitional kindergarten or kindergarten with limited experience in school and we have invested in ensuring that their first year in school is a strong combination of socioemotional learning, developmentally appropriate experiences, and a strong academic foundation. From the very beginning, we focus on ensuring our scholars build their socio-emotional skills and mindsets, in order to foster independent learners that can utilize their academic skills to create positive change in the world. We now have a strong team of professional experts working on our early reading intervention program, which has led to stronger reading growth in transitional kindergarten through 8th grade. We know and prioritize the importance of scholars reading on grade level by keeping language and critical literacy as our primary focus.</p> <p>Aspire ERES Academy ensures that we have a positive school climate that provides students with structure and rigor, combined with the specific socio-emotional and academic supports and wrap-around services they need.</p> <p>We are a village of warm demanders- and we strive to foster a welcoming and inclusive school environment for ALL students regardless of learning difference, home language, socio-economic background, race, gender,</p>						

etc! With heavy collaboration from our Response to Intervention and Special Education teams, in addition to partnering with families, we have been able to create individualized supports that helps these students positively participate in our classrooms. This kind of student support is something we deeply believe in at Aspire ERES Academy.

Beyond test scores, we measure our success in whole child outcomes and we believe that the school culture foundation we have laid and our ability to respond to the needs of our students and the local community are foundational to getting the academic results we are striving toward. While some of the culture changes we have made are difficult to capture in data, we have increased retention from 7/12 teachers returning in 2017-18 to 11/13 teachers returning for 2018-19; and the positive feedback we receive from students, families and outside service providers regularly affirms that our school culture is setting us up to achieve significant academic gains in the next five years.

What are its notable strengths?

Aspire ERES Academy prioritizes literacy! We give students a significant amount of time to practice reading every day and make sure they have books that are accessible, interesting, and culturally relevant. In TK-5, we use the Reader's Workshop model that empowers scholars at a young age to see themselves as lifelong readers. For example, ERES fifth graders are known to read between 40-45 minutes during school in addition to home reading. In 6-8th grade, ERES Middle School students have an Academic Literacy Block that includes 60 minute Sustained Silent Reading block that includes application of reading strategies that deepen engagement in the text four days per week in addition to home reading. In 2016-17, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 15 percentage points from the beginning of the year to the end of the year. The next year, in 2017-18, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 13 percentage points. In both years, the number of students reading on or above grade level at least doubled. We are proud to see that our sustained focus on literacy is producing significant, accelerated growth in reading achievement for our scholars, which we know is vital to their life and educational outcomes.

Additionally, we are a blended learning school that ensures students are also developing as technically literate citizens. Tk-8 students have the opportunity to build their technical literacy through our online curricula in reading, writing, math, and science. For example, during the school day you may view 1st grade students practicing Common Core grade level math through Zearn "missions", 5th graders typing their informational reports on Google classroom, and 8th graders listening to an audio text and annotating on StudySync. At ERES, we believe technological literacy is a key to our scholars' accessing opportunity in both college and career.

At ERES, we also weave socio emotional learning throughout the day because we believe in building our students' socio-emotional literacy. We have adopted RULER TK-8, Toolbox TK-5, and utilize Restorative Practices TK-8. We focus our energy throughout the day on proactive relationship and community building. It is not uncommon to see our scholars engaged in a community circle, team building activity, conflict resolution, or a Ruler or Toolbox lesson. We credit these approaches to social-emotional learning to our low rates of suspension, which have declined from 16.1% in 2013-2014 to 12.2% in 2017-2018.

Additionally, we are proud of our coaching processes, which reinforce learnings from our staff professional development and data cycles. All educators engage in weekly or biweekly observation and debrief cycles with their coach. Educators also have the opportunity to observe grade level teammates, and are able to visit educators at other school sites each quarter. Finally, our admin and lead teams work closely with our Aspire

Bay Area Content Specialists to provide high-level coaching, planning support, and ensure progress of our instructional program.

What are the main priorities for improvement?

While maintaining the work we have done to establish a positive school culture and a strong culture of literacy, we need to lift the overall achievement of our scholars in reading and math as measured by SBAC. Also, we want to eliminate academic performance disproportionalities amongst our ELL and SpEd students.

Last Spring, teachers determined that we must continue to deepen our content knowledge and understanding of CCSS, NGSS, and ELD standards to change student outcomes. In the past 2 years, we have implemented new CCSS and NGSS aligned curriculum in 3 subject areas: ELA, Math and Science.

To continue our learning with the CCSS and ELD standards, teachers have shifted their planning processes in all subject areas to focus on internalizing standards and backwards mapping from assessments. We have also implemented weekly team data cycles focused on standards alignment, re-teaching, and small group differentiation to ensure we are meeting the needs of all students (especially our ELL and SpEd students). This year we are excited to deepen our data cycles through a focus on formative assessment. We believe that by frequently analyzing student work, we will be able to make targeted adjustments to our instruction so that more scholars reach or exceed the grade level standard.

2. How well is the school regarded by its students and parents?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory			x		

How do you know?

Families continue to choose Aspire ERES Academy as their school of choice. Our yearly survey is our best resource to understand how families and students experience Aspire ERES Academy. 94% of parents reported that they “Feel a sense of belonging with their child’s school community.” The following data show us that our school is regarded positively overall by students and families.

More than 85% of students agreed with the statements:

- My teacher wants me to do my best
- My teacher explains the behavior rules
- My teachers asks me questions about my learning

More than 80% of families agreed with the statements:

- I would recommend the school to others
- I feel a sense of belonging to my child’s school community

Families of scholars receiving Special Education services have been especially pleased with the quality of services and supports provided for their students. Many have communicated to us that they came to our school because of our inclusion SpEd model. Many have shared testimonials that they specifically enrolled at ERES because of prior negative experiences and/or fears they had about their student being unable to thrive

in public school settings. An ERES 4th grade parent wrote:

When the time came for [my student] to attend school, I was afraid he would be lost in a system, that at the age of 5 he would be labeled as lazy or disobedient because he could not communicate his needs. I was afraid he would come to dislike school due to his own challenges and disabilities. Having experienced a small school myself, I knew that [my student] would benefit from being part of a small community and that ERES would be a place where I wouldn't have to spend all of my energy fighting to get him what he needed. Early intervention allowed [my student] to thrive and be successful at ERES. I credit the teachers for supporting [my student] and making so many great things happen for him. I am proud to share that he has been celebrated and recently received honorary recognition for reaching his reading goals. THIS IS BECAUSE ERES SEES AND UNDERSTANDS [my student]. He's not just a kid that is labeled as having too much energy or simply looks like he is refusing to do hard work. And, do you know what the best part is...that he has never felt that he is any different at school. He has been able to participate in the same way as his peers.

What do (a) students and (b) parents most like about the school?

- (a) Our *students* love the close relationships they develop with their classroom community, teachers and staff. They have multiple students and adults on campus that can identify their interests, strengths, and areas for growth as human beings and academic scholars. They enjoy our weekly Town Hall community gatherings where we dance, engage in team builders, and celebrate the socio-emotional and academic growth of students.
- (b) *Families* see Aspire ERES Academy as a safe and joyous place, and feel especially connected to their teachers. Our community often refers to one another as the ERES Family and treats one another as extended family members. Families appreciate that we provide students with additional support through socio-emotional and academic interventions. They also appreciate that we communicate with students at a young age about the importance of college in order to ensure access to college and/or whatever a student may dream to achieve.

What do they feel needs improvement, and what action is being taken?

Each month the Admin team hosts Family Chats to elicit feedback from families and encourage family voice. As evidenced by our participation in family home visits, listening meetings, and conferences, Aspire ERES Academy families deeply care for their children and the school. As a school team, we also care deeply about the experience and perspectives of our families. During these listening meetings, some themes have emerged:

- Need for more family workshops to increase family capacity to be partners in their children's education and on the road to college and career
- Need for increasing family attendance at school wide events
- Need for family leadership opportunities and capacity building

As a result of the needs surfaced by families, we are taking the following actions:

- Family Engagement calendar with all Family Meetings, Family Workshops and school events available online
- Translation services, child care, and food available at evening events
- Monthly family workshops. Topics determined by families via survey given at Back to School Night.
- Monthly Family Chats with Admin, SSC, and ELAC meetings
- Continued priority to make Family Chats a place to elicit family input and voice

- Continued priority to make School Site Council and English Language Advisory committee a place to build family leadership capacity

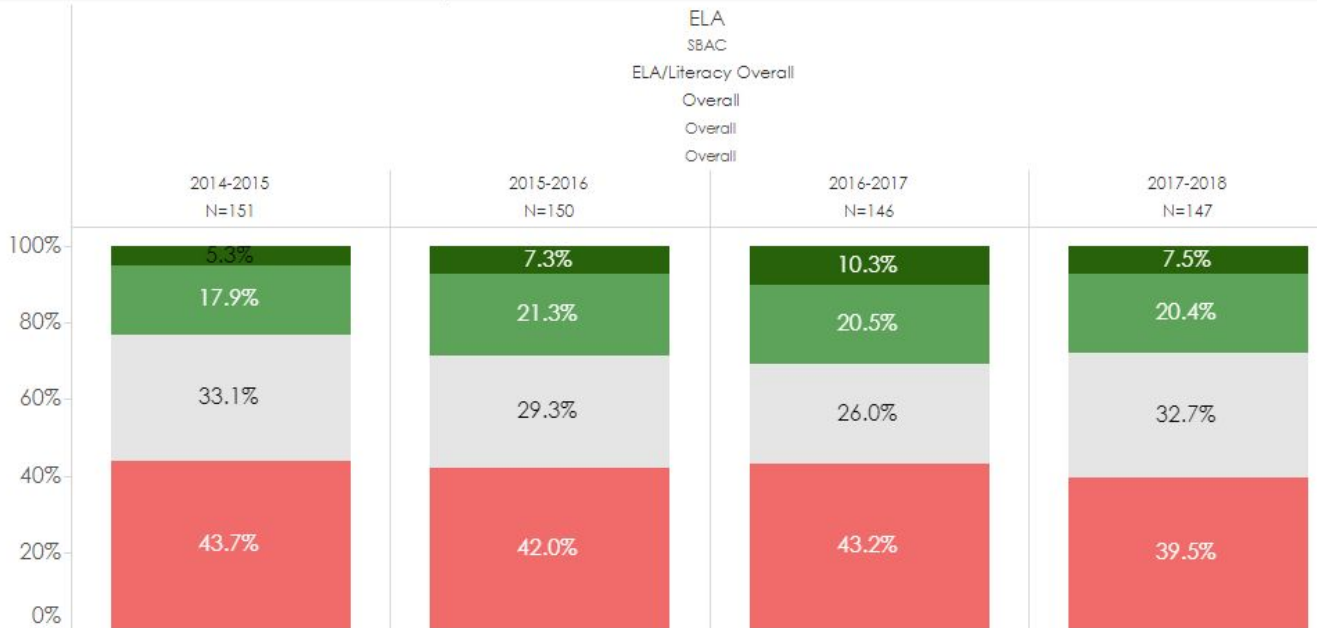
3. How well do students achieve?

Evaluation:		1	2	3	4	5	Excellent
	Unsatisfactory			X			

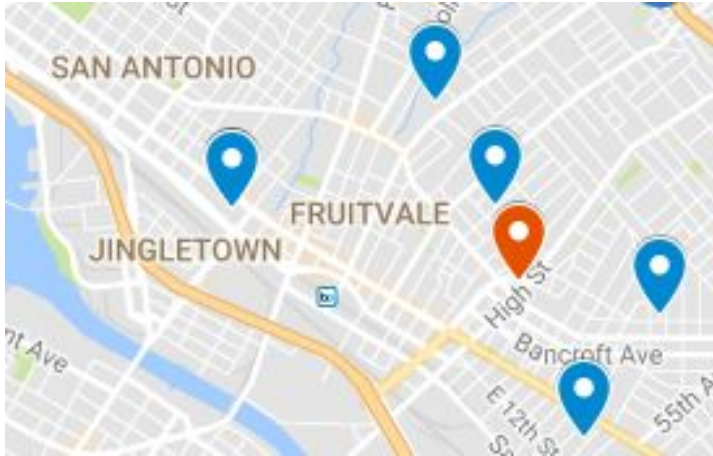
How do you know?

Since 2014, ELA performance has increased from 23% to 28% of scholars meeting or exceeding grade level as measured by the SBAC. More recently, we have focused in on closing the gap earlier through focusing on early literacy achievement using the Early Reading Diagnostic, an invaluable resource from our SEEDS partnership. In 2017, whereas 4% of our TK-K scholars showed kindergarten readiness, by the end of the school year, 78% were meeting literacy benchmarks on the average of all ERD subtests.

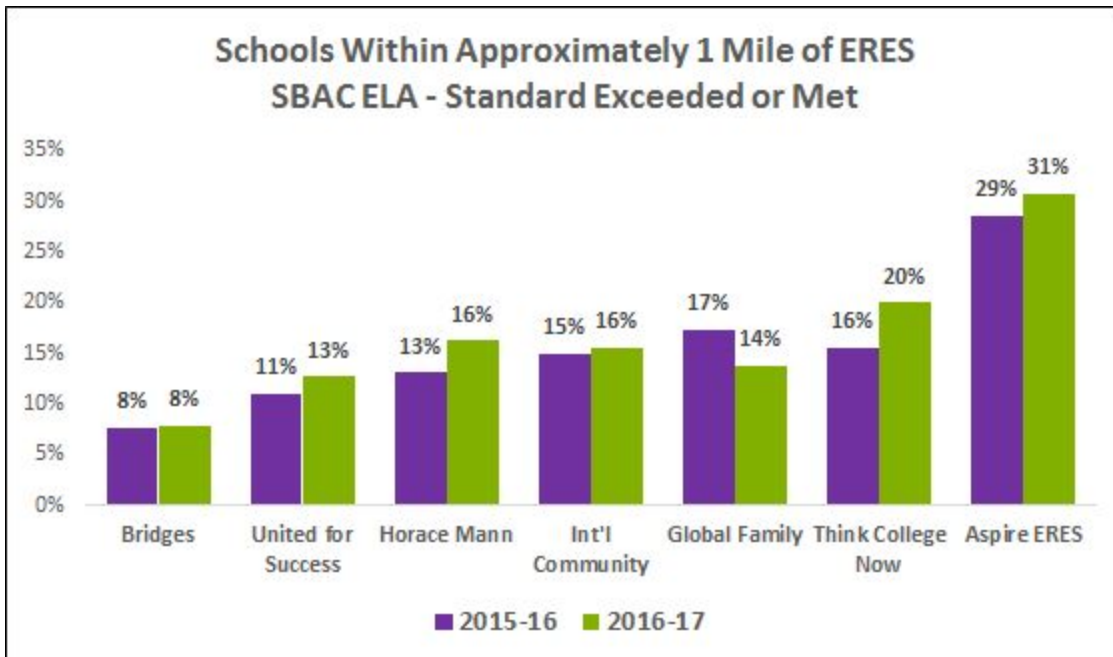
Currently Viewing Data for: Region: Bay Area, School: ERES
SBAC/TN Ready Distribution in 2014-2015, 2015-2016, 2016-2017 and 1 more



We reviewed SBAC scores for district schools within approximately one mile from ERES, including Bridges (elem), Horace Mann (elem), United for Success (middle), Global Family (elem), International Community (elem), and Think College Now (elem). The identified schools are all clustered in the Fruitvale area close to ERES Academy (red marker):

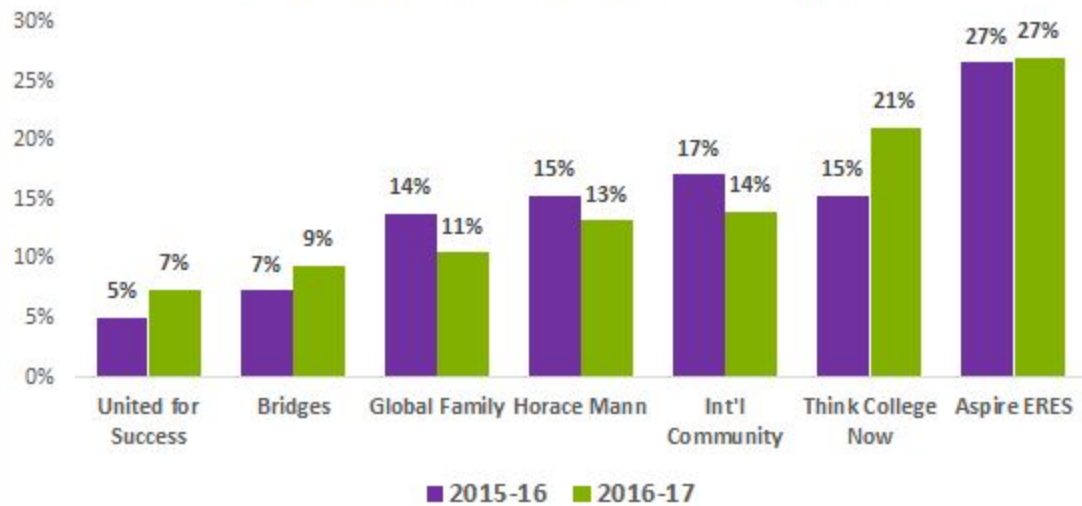


ERES outperformed these schools on the SBAC in ELA in 2015-16 and 2016-17.



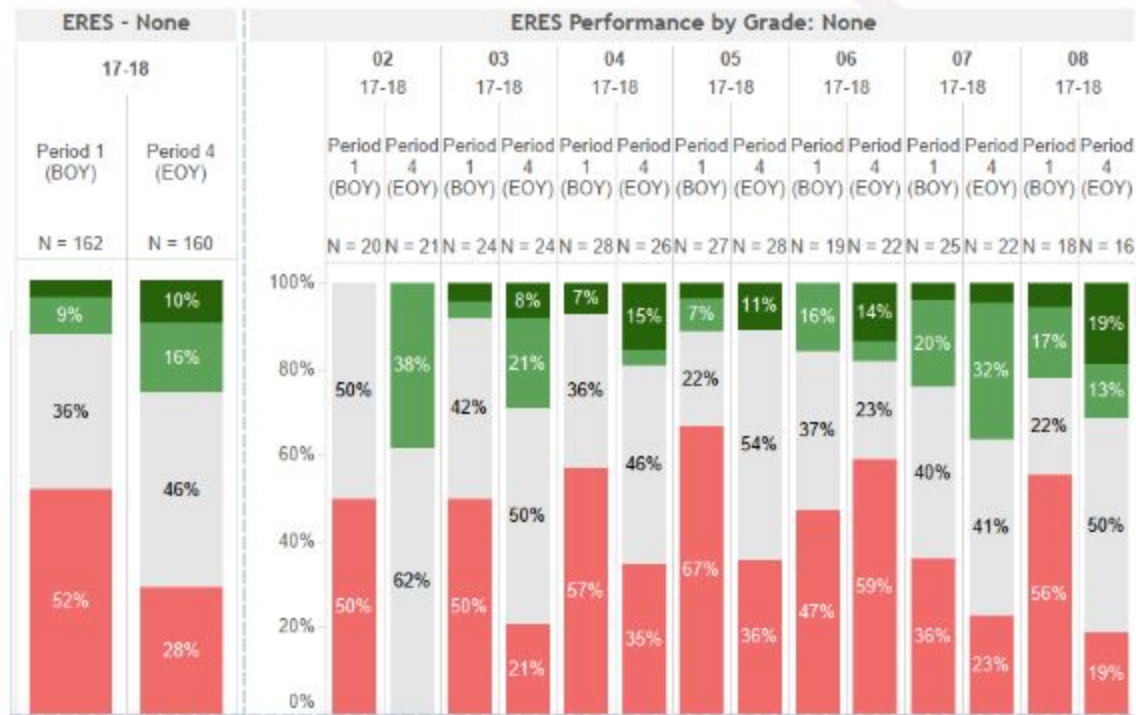
Similarly, in math, ERES outperformed these neighboring schools on the SBAC in 2015-16 and 2016-17.

Schools Within Approximately 1 Mile of ERES SBAC Math - Standard Exceeded or Met



We are proud of our focus on a balanced approach to literacy through ongoing professional development in including planning for standards-based instruction. As a result, we have seen great growth in the number of students reading on grade level and/or students reading below grade level making 1 or more years reading growth in a single school year as measured by the STAR Reading Benchmark.

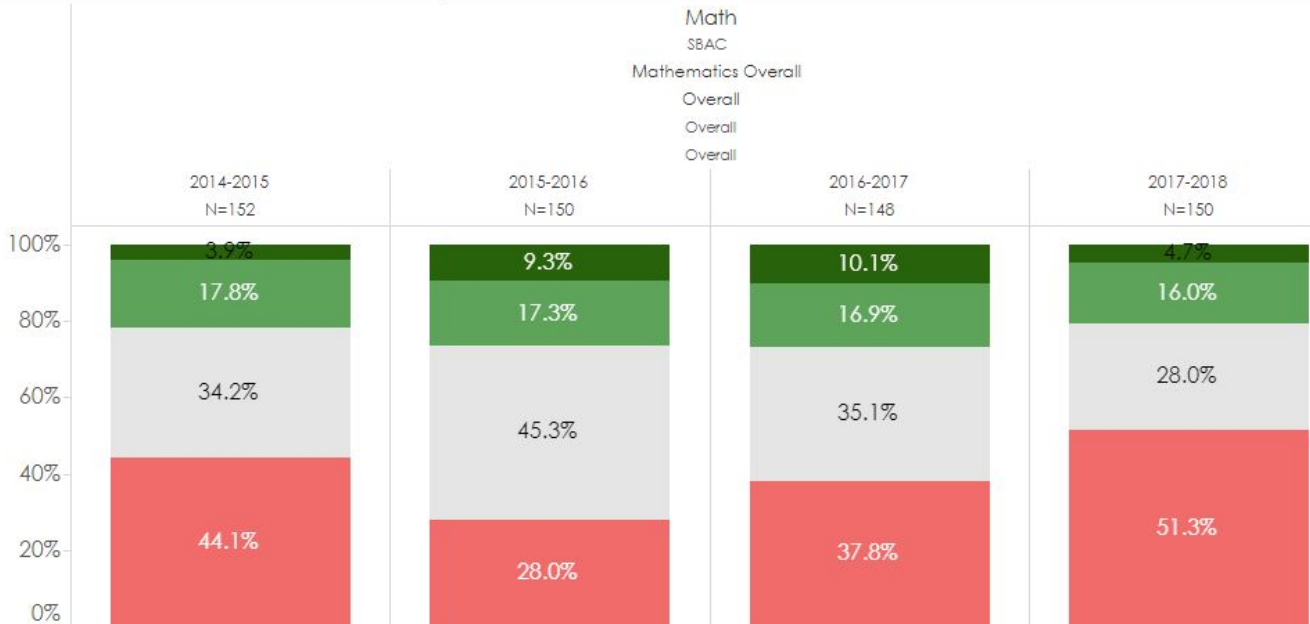
In 2016-17, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 15 percentage points from the beginning of the year to the end of the year. The next year as seen in the table below, in 2017-18, schoolwide, the percentage of students reading on or above grade level on the STAR increased by 14 percentage points. In both years, the number of students reading on or above grade level at least doubled: in 17-18 growing from 12% of students reading on or above grade level to 26% of students reading on or above grade level. Additionally, we were able to reduce the number of students reading far below grade level from 52% at the beginning of the year, to 28% by the end of the 17-18 school year.



Despite our progress in students reading at grade level as measured by the ERD and STAR, we are clear that we can do more to ensure ERES scholars are achieving at the levels we know are possible on summative assessments like SBAC. We will continue to invest and focus on literacy instruction, as the greatest predictor of SBAC proficiency in both ELA and Math is student’s reading level.

While ERES has made steady growth on the SBAC in Math from 21% of scholars meeting/exceeding grade level since 2014 to 27% meeting or exceeding in 2017, our preliminary data for 2018 shows a modest schoolwide decline. In 2017-18, our first year of integrating Eureka math, these drops were driven by declines in our middle school grades, but bolstered by double digit growth in elementary grades. We are committed to learning from the strengths of our year 1 implementation of Eureka Math including how to build on our elementary grades.

Currently Viewing Data for: Region: Bay Area, School: ERES
 SBAC/TN Ready Distribution in 2014-2015, 2015-2016, 2016-2017 and 1 more

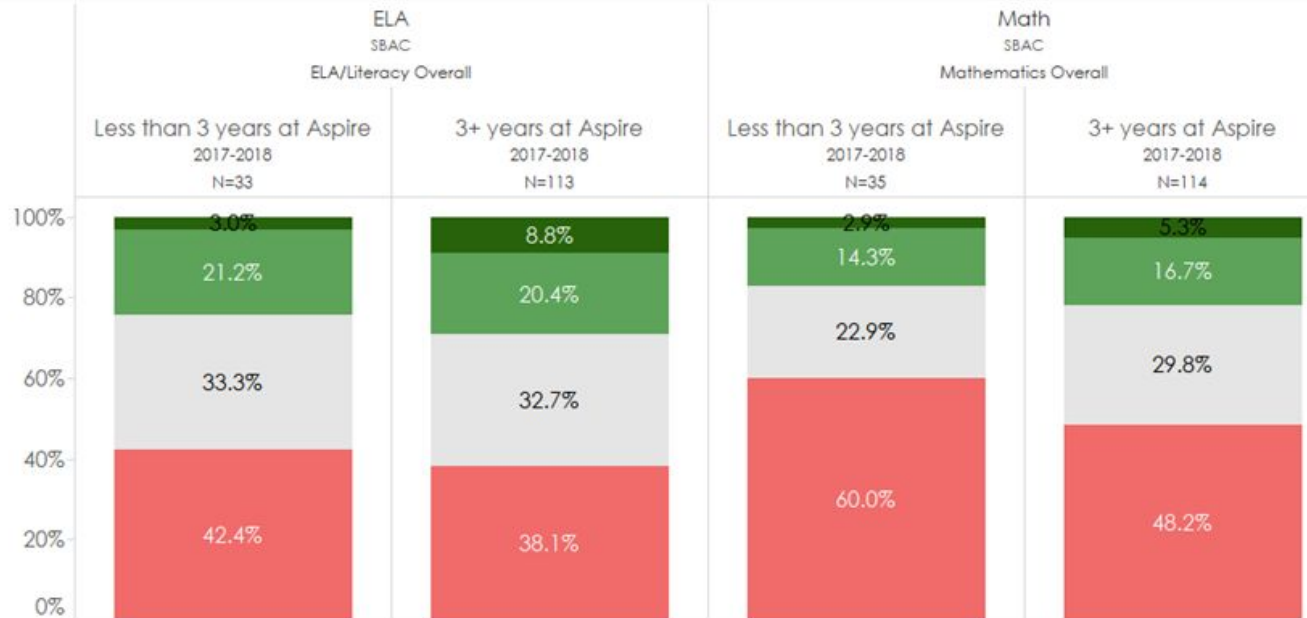


In the area of CCSS Mathematics, the ERES achievement story has been more variable and likely impacted by talent challenges in teacher retention and preparation.

A challenge that ERES has faced is the high turnover of admin, teachers, and students and families. In 2017-2018, 1/3 administrators returned to lead at ERES Academy and 7/12 teachers returned to teach at ERES. Of the five new teachers, three were in their first year of teaching. Additionally, one teacher left mid year and a series of long term subs were brought in because we were unable to hire a replacement mid year. The turnover in leadership, low retention of teachers, and high number of teachers within their first three years of teaching overall (7/12), led to the necessary whole staff focus on classroom management and establishing a strong school culture. The adoption of a brand new math curriculum, in the midst of so much personnel change, may have led to the modest decline in math scores for 17-18.

In addition to talent issues, in 2017-2018, over a quarter of students were new: 27% of the total student population was new to ERES Academy. This year the trend is continuing as families report needing to move to areas with a lower cost of living. For 2018-2019, 25% of the total student population is new to our school. The shifting of students can make it more challenging for teachers to identify and close foundational skill gaps in both ELA and Math, especially when many of our new students are entering as Middle Schoolers. The table below shows that students who have been at ERES for 3 or more years are more likely to be meeting or exceeding grade level standards in both subjects and less like to be significantly below grade level.

Currently Viewing Data for: Region: Bay Area, School: ERES
SBAC/TN Ready Distribution in 2017-2018



In which subjects and grades do students do best, and why?

ERES students are showing the most significantly accelerated growth in reading levels. This is not surprising because we have invested in balanced reading instruction for the past two school years. Our focus in developing the critical literacy of scholars, increasing the number of students reading at and above grade level, and closing the gap for students below or far behind level, has included: adopting CCSS aligned curricula, including Lucy Calkins Readers and Writers Workshop K-5 and StudySync 6-8, and a research-based reading intervention curriculum, Leveled Literacy Intervention. We have integrated Close Reading of complex texts, engaged in biweekly ELA data talks, partnered with SEEDs to provide TK-2 reading support, and financially invested in classroom libraries to ensure students have access to culturally relevant texts within their zone of proximal development. Additionally, we altered our master schedule to ensure that TK-8 students had protected independent reading blocks to ensure students are getting enough practice with texts at their independent reading level. The independent reading blocks allow teachers to confer with students 1:1, small phonics groups, reading strategy groups, and guided reading groups. Additionally, reading interventionists strategically pull students during these blocks to provide students with the interventions needed. These investments have had significant impacts on student achievement as evidenced in our early literacy (ERD) data and STAR Reading data shared above.

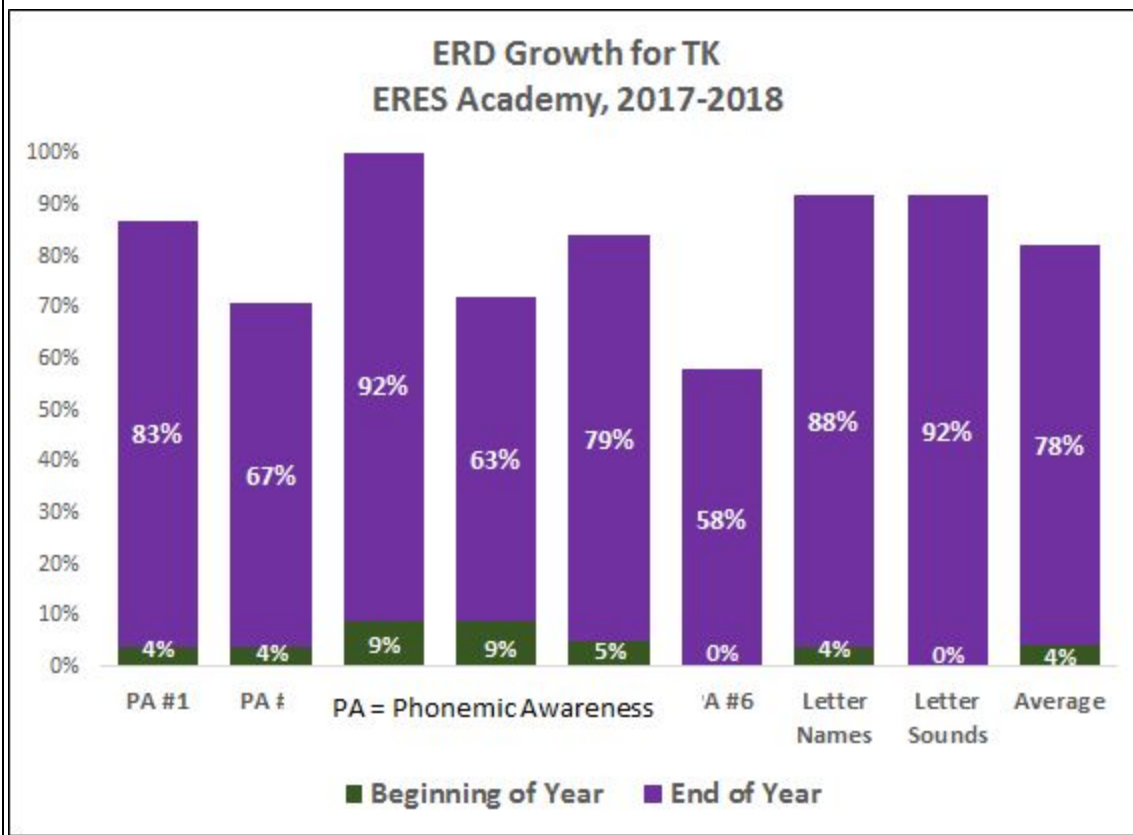
Last school year ERES' TK-2nd grade scholars showed the greatest reading growth from beginning to end of year as measured by the ERD and STAR. These grade levels received the highest amount of support from our SEEDS tutor and reading interventionists, in order to ensure that foundational literacy skills were mastered and gaps were filled in the lower grades.

In which subjects and grades is improvement needed, and what action is being taken?

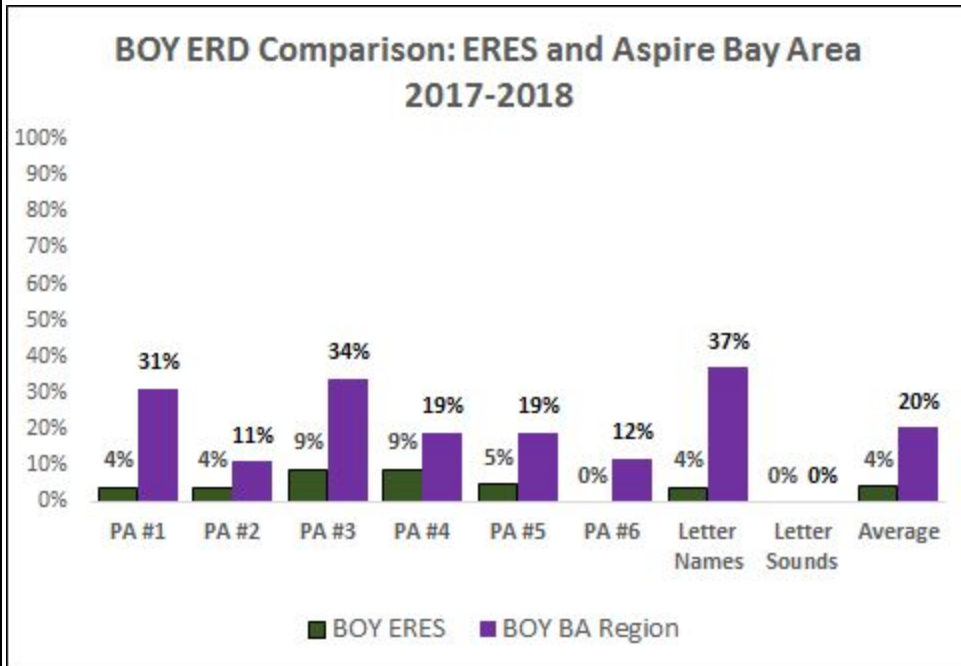
While we have demonstrated multiple years of reading growth, we are committed to building on our

momentum and ensuring that more students reach or exceed grade level. Students at Aspire ERES Academy have historically struggled with reading achievement at/exceeding grade level. We believe that because reading ability predicts success in so many areas, and fostering greater improvement in reading is a significant priority at Aspire ERES. As a result, we have continued to evolve our foundational skills block in our TK-2 classes to make sure scholars are getting access to and additional support in foundational skills needed to enable access to grade level standards. We have also dedicated resources to reading supports through our partnership with the SEEDS program, use of the Blended Learning program Lexia, adoption of the reading intervention program LLI, and our Reading Intervention teachers. In addition, we know that reading volume is a key lever for reading growth. As a result, we are focusing on reading engagement by using Raz Kids (TK-3) and Accelerated Reader (4-8) to measure reading growth and volume. At Aspire ERES Academy our teaching team also partners with families in the use of reading logs, engagement inventories, and conferring sessions to better understand the successes and struggles of our readers. These strategies are also supporting family ownership in their child's reading success.

In our early literacy data, we saw accelerated growth in our ERD data for 2017-18 among ERES TK scholars. In comparison with the ASPIRE Bay Area region, we noticed that on average among ERD subtests, only 4% of our TKs scored 80% or higher on the ERD while region wide, on average among ERD subtests, 20% students scored 80% or higher. We consistently supported and intervened with our TK and K students. By the end of the year, on average among ERD subtests, we increased the percent of scholars achieving 80% or greater from 4% to 78%, however with only 78% of our scholars scoring 80% or higher, there is a need for continued literacy intervention for 22% of students. Early literacy is an area of continued need at ERES- which is why for the 18-19 school year we expanded our TK enrollment and included a self-contained TK class with a small adult to student ratio.



In our analysis of our early literacy data, we also notice that incoming ERES students are entering at levels significantly below other Aspire Oakland schools, which reinforces the need for continued intensive investment in early literacy strategies.



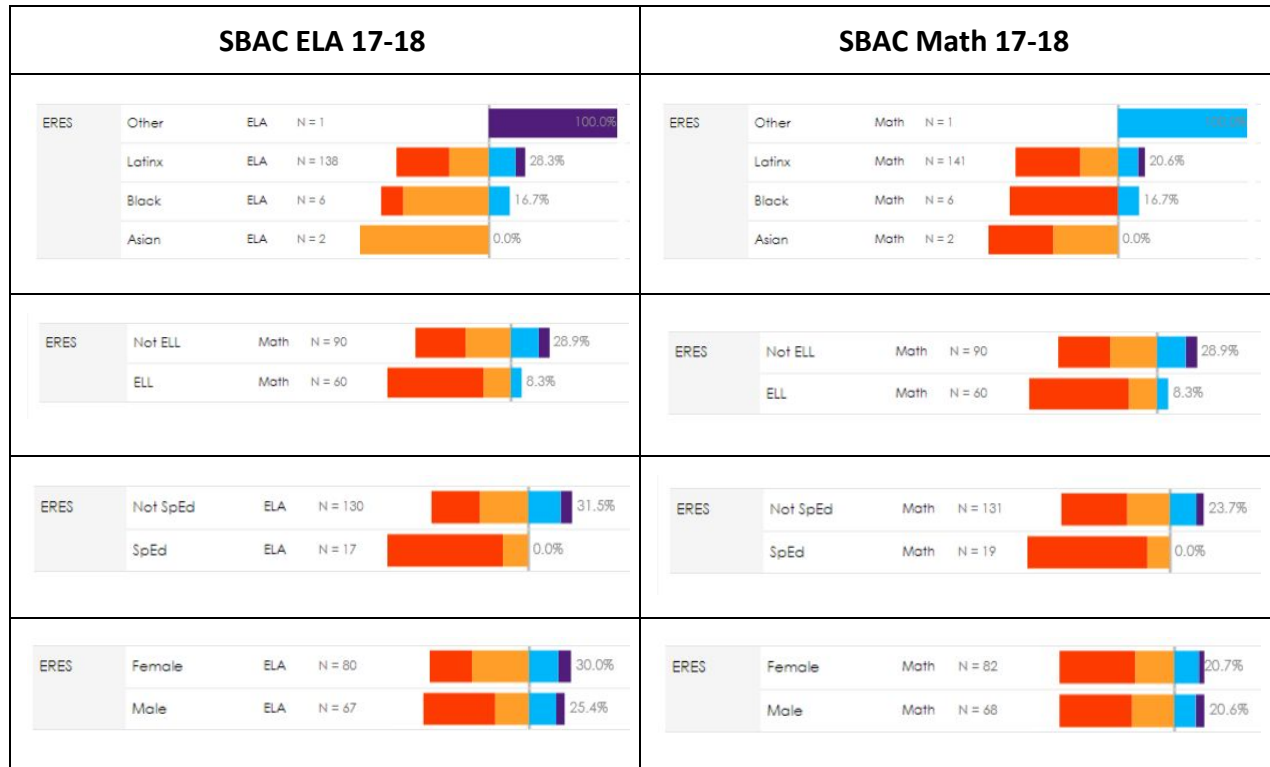
Math is another area of growth since our achievement stayed mostly flat over time and, this past year, modestly declined as measured by the SBAC. In response, our administrator team in collaboration with our regional Content Specialist team are co-planning Eureka instruction with teachers each week in standards-based internalization planning sessions that also include an emphasis on teachbacks. In addition, we have begun using Eureka quizzes this year to help us assess student math progress math on a bi-weekly basis, and we have dedicated time every other week for math data talks so we can analyze this data and plan next steps. Given our needs in math, we have increased our partnership with our regional team in the areas of data analysis cycles and are focused specifically on math with our Content Specialist.

Our greatest area of need is in math in our middle school grades. We currently have a new teacher who is teaching 3 grade levels of math due to the constrained configuration of our school. We are partnering closely with our regional team to ensure she is supported so that she is receiving the most intensive coaching, planning, and data analysis support. Additionally, we are providing her with coverage so that she can attend module planning meetings with other secondary ASPIRE teams for collaboration.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

In ELA as measured by SBAC, there is disproportionality in the percent of students meeting or exceeding grade level standards between ELL and non-ELL, and between students with and without IEPs. This gap also exists in Math. In order to close the gap, we have taken two approaches - improving teacher practices and studying the individual needs of the scholars so we develop individualized plans that build on scholars' assets and address

needs that are impeding academic acceleration. This strategy may be a wellness referral, providing data-driven academic interventions, or partnering with the family on behavioral/academic plans. We also have prioritized ELD professional development for staff this school year, included quarterly SpEd professional development for the entire staff in our PD calendar, and Principal Ogier is supervising and coaching the SpEd team.



4. How effective is the quality of instruction, including teaching, learning and curriculum?						
Evaluation:	1	2	3	4	5	Excellent
Unsatisfactory			X			
How do you know?						
We believe effective instruction leads to accelerated student growth, and so we acknowledge that the effectiveness of our teaching is an area of growth at Aspire ERES Academy.						
Over the last four years, we have faced several challenges that affected the effectiveness of our instruction. Each year we experienced tremendous teacher turn-over—in 2017-2018, 1/3 administrators returned to lead at ERES Academy and 7/12 teachers returned to teach at ERES. Of the five new teachers, three were in their first year of teaching. Overall, 7/12 teachers were in their first three years of teaching. This past year was also the year that Aspire adopted Eureka, an CCSS aligned math curriculum. In addition to mastering classroom management, our new teachers were wading through new curriculum to prepare for each module						

and their weekly lessons. Additionally, they were learning the CCSS aligned reading and writing curriculum that had been adopted the school year prior. This information is shared as context for our current results.

Despite these challenges, we are proud of our exceptional gains in teacher retention. We retained 11/13 of our general education teachers and all 11 of our teachers were designated as effective or higher on Aspire's Teacher Effectiveness Rating. Most importantly, our team has deliberately shifted from a curriculum orientation to a student task and student outcome orientation. This shift is a more student-centered approach and has already changed the way we look at student work and the way we prepare for teaching. As a result, Aspire ERES Academy has radically improved and changed its professional learning structures.

Which are the strongest features of teaching and learning, and why?

Our teachers are passionate and effective at building strong classroom communities. We know that the feeling of safety and community for all students is foundational for great learning and culturally relevant teaching. Teachers utilize community circles, Toolbox and Ruler lessons, and effective classroom management practices to support a healthy learning environment.

Additionally, we believe strongly in the importance of early literacy. We have prioritized ensuring that our transitional kindergarten, kindergarten, first, and second-grade teachers have created a strong phonics and foundational skills scope and sequence that includes assessment. Our response to intervention team rigorously monitors student mastery of foundational skills and strategies and as a result, we have seen big changes in early literacy outcomes at our site.

What aspects of teaching and learning most need improvement, and what action is being taken?

The constraint of our current facility creates challenges for teaching and learning in that for every grade level and content that is taught, there is only a single teacher, which dramatically limits the opportunities for teacher collaboration. In response we have tried a variety of configurations to increase teacher collaboration including departmentalization. Even with departmentalization, teachers must master 2 grade levels of content, which is demanding considering the depth and rigor of the CCSS and NGSS.

As a result, we have continued to increase time for professional development and adjusted our planning processes and data analysis cycles to focus on student task, CCSS alignment, and to deepen our own understanding of the content we are to teach. Additionally, to support Aspire's shift to the TNTP-inspired Aspire Student Learning Framework as our framework of effective instruction, ERES has implemented learning walks that focus on supporting teachers to evaluate the quality of task and instruction in our classrooms using our rigorous student learning framework. Administrators and teachers at ERES conduct these student learning framework learning walks regularly to analyze teaching and learning and give feedback on the task quality.

Classroom observations at ERES have shown a prominent focus on direct instruction with the teacher holding more of the cognitive load. In response, there has been a significant reimagining of teaching and learning at Aspire Bay Area that focuses on the adoption of high-quality materials, and increased professional development and coaching to use these materials and pedagogy aligned to the CCSS. In addition, Aspire's Student Learning Framework frames success based primarily on student actions, behaviors, and demonstration of learning, rather than not teacher actions. Weekly coaching sessions at ERES are grounded in Aspire's student-centered Student Learning Framework, and as a result coaching focuses on ensuring students are taking on more of the cognitive load in our classrooms.

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5. How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:		1	2	3	4	5	
	Unsatisfactory				x		Excellent

How do you know?

At ERES Academy and ASPIRE Public Schools, we collaborate to develop annual and quarterly strategic plans and align professional development to our goals. During each summer, the ERES team starts our year together by hosting a two-day launch to establish common vision, recommit to our values, establish our goals and priorities for the year and build enduring relationships and collaboration. Our new teachers have 13 full days of professional development during the summer and returning teachers have 9 days before the school year begins. In addition, during the school year, there are 4 additional full PD days. These days include robust and differentiated development in the areas of Aspire-wide priorities, instructional content, the instructional cycle (unit/module internalization and planning, data, observation) and pedagogical approaches aligned to content goals. The regional institutes allow for teachers to collaborate across schools within content areas, which is vital considering that ERES only has one class per grade level due to facility constraints, which limits on-site collaboration opportunities.

During the school year, we invest deeply in the development of our team through holding 2.5 hour professional development meetings every Friday in addition to three site PD days and Regional PD days every year. We foster a culture of learning and feedback by practicing vulnerability and making feedback a part of everything we do. Our team provides direct feedback through PLP and goal setting reflections three times per year. We also participate in a quarterly pulse survey to use our teams’ feedback to drive quarterly priorities. We prioritize 1:1 coaching of administrators and teachers at ERES, which manifest in biweekly observation and feedback and more intensive coaching for newer or more struggling teachers.

Although we do not have grade level partners, we have departmentalized in some grades to allow for increased collaboration because we consider team collaboration a critical form of professional development. We have evolved our professional development to create a greater emphasis on planning, internalizing modules/units and lessons using a standards-focus and examining student work and formative assessment.

At ERES, we foster a culture of learning and feedback by practicing vulnerability and making feedback a part of everything we do. All teammates create Professional Learning Plans (PLPs) with their supervisors and create quarterly goals. Additionally, at ERES Academy we provide classroom teachers with weekly or biweekly observation and debrief cycles with their instructional coach. We also consider team collaboration, from team meetings, team observations, to team data talks, as an important form of professional development.. On our mid-year teammate survey, ERES teammates reported:

“In the past 6 months, I have received professional development or coaching that has helped me learn and grow.”	79%
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“My principal or assistant principal provides effective feedback and coaching that helps me improve my teaching.”

86%

Which are the strongest features of professional development, and why?

At ERES Academy, we strive to provide professional development that builds the capacity of teachers by strengthening their abilities to reflect and collaborate with each other. As a result, professional development is strongest when it provides adequate time for teacher planning and collaboration. Every Friday at least 1 hour of planning time is built into professional development, in addition to protected horizontal and vertical collaboration time for teams. This ensures that meaningful collaboration is happening within teams and across teams at the school site. For example, every month grade level band teams engage in Culture Consultancies in order to problem solve and share best practices for supporting the behavioral and socio-emotional needs of students. This gives teams an opportunity to consult with Ed Specialists, our Mental Health Counselor, interventionists, after school educators, and administrators, to better serve students.

We are also proud of how our consistent commitment to weekly and biweekly coaching has contributed to the accelerated growth of our newer teachers. As an administrative team, we meet multiple times per week to observe in classrooms, to coordinate our coaching goals for the week and to evaluate the impact and adjust. As a result, we have seen incredible progress among our newest teachers as measured by the ASLF rubric.

Our approach to professional growth also includes opportunities for teacher leadership. Our lead teachers play vital roles in supporting instruction across the school including monitoring data, modeling instructional practices, leading grade level teams in planning and data talks, and contributing to the school’s quarterly focus in professional development.

Over the past four years, several ERES teachers have served as Mentor Teachers with the Alder Graduate School of Education. Mentor Teachers host Teacher Residents for the year and attend Mentor Seminar with the Alder Director to strengthen coaching skills and improve their effectiveness in mentoring Resident Teachers. Mentoring provides an outstanding opportunity for teachers to stay in the classroom, while building new areas of skill and expertise that contribute to the school more widely.

In addition to Mentors, ERES teachers serve as Induction Mentors to teachers in BTSA. Induction Mentors also receive ongoing training and build their skills in coaching and supporting new teachers as they earn their clear credentials.

How are professional development activities selected and evaluated?

In 2015, Aspire reorganized many supports in closer proximity to schools through forming more robust regional support teams that focus on instruction, student supports and operations. The Bay Area Region has developed an annual strategic plan focused on accelerating the quality of teaching, academic and social emotional outcomes through a clear professional development and progress monitoring plan that aligns growth opportunities for administrators, lead teachers and teachers. There is a comprehensive instructional calendar with clearly delineated and complimentary communities of practice for principals, assistant principals, academic counselors, social emotional counselors and business managers.

Communities of practice, which take place on a monthly basis for a full day of professional development for role-alike school leaders, are anchored in alignment with regional and Aspire-wide priorities for the year and are organized with a scope and sequence that connects development, new learning and application in site

context across the year. Participant feedback informs the learning activities and scope and peer leaders are leveraged to co-facilitate sessions. Sessions are sequenced to preview or review curriculum and assessment milestones. Principals also participate in six days of Aspire-wide principal development at LeadAspireForward, our national principal institute that is also focused on organizational priorities including equity, math and SEL for 18-19.

School leader learning dives deeply into content and pedagogy to increase the expertise and aligned understanding sense of rigor. In the 2016-2017 school year, New Leaders provided full days of professional development to Aspire school leaders focused on the shifts in common core literacy and mathematics. In 2017-2018 we also had over 40 leaders attend the UnboundEd Standards Institute to increase capacity and knowledge in our priority areas.

To leverage the expertise of our communities of practices and to create pipelines for leadership opportunities we use a “Buddy Principal” model in which returning principals informally support a new principal peer. We also have utilized a Lead Principal, who formally coaches and supervises two principals within our region, in addition to leading a school site of their own.

In the summer of 2017, our Aspire Bay Area principal and regional team also participated in learning with the Relay Graduate School of Education to deepen our coaching and feedback practices as well as our practices for using student work in a weekly data meeting. As a result of this training, we implemented weekly data talks during our Friday professional development sessions and have conducted bi-weekly coaching sessions with teachers focused on high-leverage action steps rooted in Aspire’s Student Learning Framework.

On-site, we invest deeply in professional development, Aspire ERES Academy teachers have several structures to support their professional development including all staff professional development on Fridays, weekly planning meetings, induction coaching and 1:1 observation and coaching. These internal opportunities are evaluated based on student outcomes and survey. To coordinate and align coaching support, our Admin team meets weekly to analyze data, to plan and debrief coaching and to problem solve so that our coaching is most effective and impactful.

What aspects of teaching and learning most need improvement, and what action is being taken?

Based on our analysis of outcomes from our SBAC data and commitment to serving all scholars equitably, our staff have requested more professional development on cultural responsiveness, ELD standards and instructional practices, and best practices for supporting and differentiating for students in SpEd. In response, we have redesigned our site PD calendar to include these initiatives so that one Friday per month we have a session on these topics.

Additionally, the Aspire Bay Area Regional PD days focus on supporting site priorities and initiatives, which this year include culturally responsive teaching, and ELD standards and instruction. We have structured our master calendar to increase beginning of year professional learning to 17 days for new teachers and 13 days for returning teachers, in addition to minimum days every Friday over the course of the entire school year. After each quarter, teachers have additional site PD days to analyze data, set quarterly goals, plan and collaborate with their teammates. The first week of the school year has been explicitly restructured as minimum days to explicitly build relationships, conduct listening meetings and home visits with families, and to teach academic and culture routines to establish strong classroom communities.

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6. How effective is the assessment of student learning?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory			x		

How do you know?

Aspire ERES Academy, with the support of Aspire’s Bay Area Regional Team, has an assessment and monitoring system to determine students’ progress along with the expected schoolwide learning results. We utilize the Smarter Balanced Assessment system with its three major components to help educators keep track of progress: end of year summative assessments designed for accountability purposes; a suite of tools and resources that support classroom-based formative assessment practices; and interim assessments designed to support teaching and learning.

In 2017-18, we focused on using quarterly data cycles across our schools and classrooms. Each quarter, school leaders engaged with the regional team to deeply analyze progress in both academics and culture metrics and to review and integrate adjustments into the plan for the upcoming quarter. In addition to preparing for and hosting the quarterly data collaboration, Aspire provides an easy to use central data portal which stores and aggregates scores on our benchmark assessments that have been aligned to the Common Core State Standards. Each student in 2nd-5th takes a benchmark assessment and is administered the Star Renaissance Reading Inventory quarterly to assess progress over the year. For our youngest scholars, we use the ERD to comprehensively assess foundational skills. We also administer Fountas and Pinnell to our scholars to better understand their developmental reading needs. We are equipped with data analysis tools that allow us to disaggregate student achievement by strand and with an equity lens (by subgroup), which enables us to stay abreast of student data trends and revisit instruction accordingly. Additionally, our RtI team is able to triangulate this academic data to identify Tier 2 and Tier 3 intervention supports for students. Analysis protocols and instructional planning tools are provided and we adapt them to use with our Lead team during data talks so that we turn the data into actionable information that impacts instruction and differentiation.

All of our school data is openly shared with families and the community at monthly School Site Council and English Language Advisory Committee meetings with families. In addition, we have a strong culture of Student-Led Conferences held in October, December and March, in which students take the lead in sharing their goals, progress and opportunities for improvement with their families. Report cards are shared with families in December and June.

What are the strongest features of assessment?

In addition to quarterly Aspire-wide and Aspire Bay Area data collaboration, Aspire ERES Academy teachers engage in lesson internalization and formative data analysis every week during professional development and team meetings, and daily common prep periods. We have embedded data analysis into our planning process to increase the consistency with which we analyze student work. Additionally, every team engages in an 45 minute long Lead teacher or administrator-facilitated data talk every week. Data talks provide opportunities to analyze data in a true cycle of inquiry. We have deliberately built in significant time for data analysis and planning which we believe is a strong lever for continuing to increase our students’ learning and progress.

Aspire ERES Academy also continues to refine a variety of assessments to measure student achievement and drive the development of the academic program. Each day teachers integrate quick, informal assessments into the lesson plan sequence that allow teachers to gauge student learning of new and spiraled material. Our expectation is that teachers use frequent forms of checking for understanding throughout the lesson and at the end of the lesson in the form of exit tickets. This data collection allows teachers to adjust instruction, create differentiated groupings, and review practices. Specifically, we utilize student work samples, inventories, trackers, conferring and small group notes, and checklists as ongoing informal assessment strategies.

What aspects need improvement, and what action is being taken?

Given that many of the assessments integrated into the curriculum and/or curated by Aspire Bay Area region are newer to students, teachers, administrators, and families, we continue to intentionally focus on building stronger understanding among our team on how to leverage them to increase student learning. Given the rigor, format, and content shifts, we need to continue to grow in our understanding of how the new standards are assessed and ensure that daily instruction supports the rigor of assessment while also supporting students with skill gaps.

While Aspire had consistent and effective data cycles, we have continued to evolve these to better align with the depth and demands of the CCSS and NGSS. Currently, our ERES administrators and Lead teachers are working with every teaching team to refine data cycles for focus standards. We are also striving to deepen our understanding of what truly CCSS aligned tasks and assessments look like. In response, we restructured our master calendar to include protected team data meetings.

Additionally, administrators attended both the UnboundEd Standards Institute and the Relay Graduate School of Education professional development to learn most effective structures, routines, and practices for team data analysis meetings that deepen standards-based content learning. ERES Academy administrators then shared that learning with the Lead team in order to refine and implement structured and impactful weekly team data meetings.

7. How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English Learners, students with disabilities, or of homeless status)?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory		x			

How do you know?

Aspire ERES Academy was founded in 2009 in response to community requests when the Dolores Huerta Learning Academy was closed. Our founding families and staff created our name around our school values: E for education, R for responsibility, E for empowerment, and S for success. The founding team worked tirelessly to meet families in walking distance from our campus and invite them to join a new school with a clear vision for scholar success *to and through* college.

Aspire ERES Academy aligns its admissions practices and policies to ensure there is no discrimination on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. The school utilizes enrollment priorities as defined in our charter. Enrollment Priorities are as follows:

1. All students currently enrolled at an Aspire School/ Intra-Aspire Transfer
2. Children of Aspire, Full-time Employees
3. Siblings of students already admitted to the School
4. Children of founding families of the School
5. Children residing within the District
6. All other students in the state of California

Aspire ERES Academy has relied heavily on recruitment at local Fruitvale preschools, daycares, and recreation centers. The enrollment team has also gone door to door and flyer around the neighborhood. Diversifying our recruitment and enrollment efforts is a continued priority this year in an effort to better match the racial diversity of OUSD.

Currently, Aspire ERES Academy serves the following:

	2016-17		2017-18	
	ERES	OUSD	ERES	OUSD
Race & Ethnicity	96% Latino 3% African American 0% Multiracial 1% Asian	45% Latino 25% African American 14% Asian 10% White 4% Multiracial 2% Not available	94% Latino 4% African American 2% Multiracial 1% Asian	46% Latino 24% African American 14% Asian 10% White 4% Multiracial 2% Not available
English Learners	56% ELL 33% RFEP 0% IFEP 10% EO 1% tbd	31% ELL 18% RFEP 3% IFEP 49% EO 0% tbd	55% ELL 33% RFEP 0% IFEP 12% EO 0% tbd	31% ELL 19% RFEP 3% IFEP 46% EO 1% tbd
Students with IEPs (SpEd)	11% SPED 89% Not SPED	12% SPED 88% Not SPED	13% SPED 87% Not SPED	12% SPED 88% Not SPED
Socio-economic ally disadvantaged	95% Eligible for Free and Reduced Price Meals	73% Eligible for Free and Reduced Price Meals	94% Eligible for Free and Reduced Price Meals	75% Eligible for Free and Reduced Price Meals

In comparison with OUSD overall, Aspire ERES Academy’s enrollment of African American scholars is underrepresented. In 2017-2018, African Americans comprised 4% of our population, compared to OUSD’s 24%. In 2018-19, we have increased the percentage of our African American scholars to 5%.

We see similar demographics, however, among OUSD neighboring schools. Global Family and International Community both had a Latinx population of 94% in 2017-18, matching ERES exactly.

Aspire ERES Academy also serves a higher proportion of English Learners, compared to OUSD. In 2017-18 we

served 55% ELs, while OUSD served 31% ELs districtwide. Our school also serves a slightly higher proportion of students with IEPs, compared to OUSD. In 2017-18 we served 13% students with IEPs, while OUSD served 12% students with IEPs districtwide. Finally, ERES serves a significantly higher proportion of socio-economically disadvantaged students (94%), while OUSD serves 75% socio-economically disadvantaged students.

What are the strongest aspects of the efforts to recruit a diverse student population?

Currently, we have three key strengths in our efforts to recruit a diverse student population:

1. Participation in school fairs located in Fruitvale and East Oakland, and sponsored by Enroll Oakland charters (EOC).
2. Advertising and utilizing referrals from Aspire ERES Academy families to target outreach.

What aspects need improvement, and what action is being taken?

Aspire ERES Academy needs to increase our recruitment outlets aligned with our goal of matching the diversity of OUSD. To achieve this, Aspire ERES Academy has created a recruitment and enrollment team to create and execute a recruitment plan. The following are examples of recruitment strategies the team will incorporate into their plan:

- Leveraging our current and former African American families as outreach ambassadors
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of Oakland with a focus on African American families
- Continued recruitment of teachers and staff of color to provide culturally competent resources to students and families of staff with culturally, racially, and linguistically relevant life experiences. ERES currently has the most racially diverse staff it has ever had since opening.
- Using social media to create advertising campaigns that specifically reach out to culturally, racially, and linguistically diverse populations within the Fruitvale and East Oakland

8. How effective are the leadership and management of the school?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory		x			

How do you know?

18-19 is the second year that the Principal, Jenna Ogier, has been at ERES Academy. Prior, she was the Assistant Principal at Aspire Berkley Maynard Academy for three years and a Mentor Teacher prior. Principal Ogier was trained for her administrative role at UC Berkeley as a part of the Principal Leadership Institute. She received her Master’s Degree in Administration and a preliminary administrative credential. During her first year as Principal, she led the school to create a safe, strong, and joyous student culture and community. Additionally, she established a School Site Council and English Language Advisory Committee to increase family voice and input. Principal Ogier also led the implementation of Eureka Math, a CCSS aligned math curriculum for TK-8th grade.

Aspire and ERES' Admin and Lead teams use formative and summative surveys to monitor effectiveness. The most recent end of the year principal survey feedback responses includes indicators of effectiveness as detailed below:

My Principal is well organized.	96%
My Principal keeps the school focused on the academic achievement of our students.	100%
My Principal is knowledgeable about the CCSS standards and instructional best practices.	100%
My Principal and I have a good working relationship.	100%

How does your school monitor teacher and staff implementation of the school’s curriculum, including its alignment with the California State Standards?

All Aspire schools including Aspire ERES Academy observe teachers informally and formally. We use the ASPIRE Student Learning Framework (ASLF) which is based on the TNTP developed framework to monitor and evaluate teacher implementation of the school’s curriculum with domains dedicated to Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning, and Academic Ownership. The school uses several indicators to determine a teacher’s overall effectiveness including student achievement test scores, observations, and student, and family survey data.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

First, the administrators increase coaching frequency for teachers who are struggling. All staff set goals with their supervisor using a Professional Learning Plan (PLP). If school administrators and teachers are not effectively implementing the instructional program, SEL program or making sufficient progress as measured by our Aspire Student Learning Framework, the Superintendent or Principal may conduct consultancies or place the administrator or teacher on corrective review and create an action plan for immediate improvement with supports.

Because Aspire invests deeply in maintaining low coach-teacher ratios, we are able to quickly intensify supports and needed interventions for teachers or other teammates who may be struggling.

Which aspects of leading and managing the academic performance of the school work best, and why?

The skill and will of the administrative and teaching staff to engage in coaching conversations with a growth mindset allow us to use data throughout the school year to monitor and adjust instruction to serve students. At Aspire ERES Academy, we prioritize using student data and student work to support our coaching conversations and professional development, which is important because it ensures that teachers are not just implementing the right piece of curriculum or the right strategy, but that student learning is improving as a result.

The Aspire ERES Academy administrative team also works closely with Lead Teachers to implement weekly data talks, professional development, and curriculum internalization meetings. A strength of the team is its focus on the school-wide priorities: equity, culture, instruction, and family engagement.

We believe deeply in the power of distributed leadership to sustain and grow our team’s impact overtime. Many teachers and teammates hold leadership responsibilities and contribute to the school. As a Lead Team and Admin Team we are invested in using multiple forms of input and feedback, such as weekly surveys, quarterly pulse surveys, annual teammate surveys and face to face feedback each quarter, to adjust our actions and plans to better support our team’s efficacy.

9. How well does the charter school collaborate with parents to encourage active participation in their student’s education?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory			x		

How do you know?

Aspire ERES Academy does a lot to collaborate with parents to encourage active participation in their student’s education including the following:

- Strong Start Week 1 of Minimum Days for teachers to attend home visits and hold listening meetings with families to build relationships
- Back to School Night in August for families to meet with teachers and learn about school and classroom procedures, curriculum, and priorities
- Literacy Night (Fall) and Math Night (Spring) for students and families to build community, meet with teachers, showcase student work, and attend workshops on instruction
- Talent Show (Fall) and Career Day (Spring) for students, families, and staff to build community
- Quarterly Oakland Promise k2c meetings for tk-2 families to build college awareness and establish free college savings accounts and scholarships for students
- Family conferences three times per year to build two-way communication and monitor student progress
- Monthly School Site Council, English Language Advisory Committee, and Family Chat meetings
- Monthly Family workshops on topics identified by families
- High levels of communication between families and teachers through weekly newsletters, Dojo, text messages to families from teachers
- Monthly newsletter and weekly ParentSquare updates from administrators
- Family volunteer opportunities posted in front of every classroom

Which are the strongest features, and why?

Our consistent communication between families and teachers is our strongest feature of our collaboration with families. We know from family listening meetings and Family Chats with admin that this is the most important feature for them to feel connected to Aspire ERES Academy and encouraged to actively participate. We work hard to ensure that language is never a barrier to families communicating with educators- so we make sure to have translation available at conferences and all school wide events, and we ensure all school communication is provided in both English and Spanish.

What most needs improvement, and what action is being taken?

At our recent listening meetings, two themes emerged: 1) more family workshops and 2) increase family attendance at school wide events and family meetings. Specifically, in 17-18 we held one family workshop per semester. Also, families felt like the same core group of families were consistently volunteering and attending events. As a result, we have made the following changes:

- Mental Health Counselor and Dean of Culture collaborated to survey families and determine topics of interest for *monthly* family workshops
- SSC and ELAC have included ‘Increasing family attendance at school wide events’ as part of their goals and initiatives for the 18-19 school year. The committees will be collecting data, surveying families, and determining action steps.
- Creation of a Family Involvement Point system. Families will receive one point for a variety of participation including attendance at events, workshops, and when families reach out to the school about academic progress
- Food and childcare provided at evening school wide events and meetings

10. How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation:		1	2	3	4	5	Excellent
	Unsatisfactory				x		

How do you know?

The collection and analysis of assessment data are common practice at Aspire ERES Academy and at all of Aspire’s schools. Our teachers and leaders receive professional development to enhance their ability to understand and analyze data during Summer Institutes, PD on Fridays, and on Regional Collaboration Days. Additionally, data is shared with our School Site Council (SSC), English Language Advisory Council (ELAC) and families during community meetings.

Several school-wide data are analyzed frequently to assess our progress. Some include:

- Reading/Writing Unit assessments, Eureka Math Module assessments, Interim assessments, and SBAC
- Suspension and referral data
- Attendance and chronic absenteeism data
- Parent participation in workshops and conferences

Data is currently collected, analyzed, applied for the following purposes:

- Assess the effectiveness of our current site strategic plan and professional development
- Assess the overall effectiveness of our instructional program
- Inform teachers of where students are performing on standards at given times of the year
- Inform school-wide plan and priorities for instructional coaching

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

At Aspire ERES Academy, the staff utilizes summer retreat and quarterly site days to look at school-wide data. These days are used to assess school-wide progress and gaps and adjust our site strategic plan. Student achievement data always inform our continued professional development and instructional coaching initiatives.

Additionally, at our Professional Development days before school started, the staff looked at a variety of data from the previous year including SBAC projected levels, Star Ren reading growth data, and data measuring school culture--at the school and teacher level. Our Regional Curriculum, Instruction and Assessment team provides analysis tools and differentiated training and support as well. This summer analysis informed our school site strategic plan for the year.

Describe how the school is training administrators and teachers to understand and use assessment data.

The shift to CCSS required us to use, create, and understand new assessments. It has been a priority to find the right CCSS aligned assessments and understand them. Aspire ERES Academy, in partnership with the Aspire Bay Area Regional team, used summer training days to take and analyze the assessments we give. Understanding the assessment is the first step to effectively unit and lesson plan and should inform the rigor of the student tasks we create. During our Aspire Bay Area's Principal community of practice, there is content related to understanding, analyzing and planning from assessment data. Last summer, our principal and the regional team also were trained in the Relay weekly data meetings protocols so that we can more regularly use student work as a data source to help teachers adjust instruction.

To help us learn the standards and assessments, time is set aside for teachers to use Internalization Protocols to deeply understand the content in a unit including taking the assessment themselves to identify the way in which rigor shows up in the assessment. At the conclusion of a unit, after the internal assessments have been administered and scored, teachers and their supports can work to analyze the data.

To what extent are parents and students informed of student performance data individually and schoolwide?

Each quarter, Aspire ERES Academy families receive a formal report on student progress. In quarter 1 and 3, they receive progress reports. In quarter 2 and 4, they receive formal report cards. Family Conferences are held three times per year and provide the family a formal time to come in and meet to discuss their student's progress with teachers and, most importantly, with the student. Additionally, we encourage families to ask for updates on their child's progress more informally via phone calls and texts, messaging through ParentSquare or Class Dojo, or in person at dismissal.

What most needs improvement, and what action is being taken?

As we work to deepen our understanding of CCSS aligned assessments, teachers need to better understand what skills, knowledge, and understandings are high a priority in each grade level. After studying the assessments, our team often struggles to identify what high-leverage teaching, reteaching, or other action steps to take. As a result, we are adapting our planning structures and data talk structures to always include the standards and an analysis of the "major work" of each grade level.

11. How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation: Unsatisfactory	1	2	3	4	5	Excellent
			x			

How do you know?

Aspire utilizes a full inclusion model of Special Education to ensure that all students are provided excellent, differentiated in-class supports in the least restrictive environment. Our SPED team has grown to two full time Ed Specialists and five Independence Facilitators who support our caseload of students by pushing into classes to co-teach and provide service minutes. Students are also supported by an SLP, SLP intern, OT, School Mental Health Counselor, and School Psychologist to assure that all physical and mental health support needs are met.

With respect to serving English Learners, ERES is prioritizing the study of the new ELD standards and associated practices this school year. We use the newly redesigned ELPAC to understand the annual progress and needs of our English Learners as a starting place for ongoing, targeted instruction in whole group and small groups. Our Friday Staff professional development is centered around learning best Tier 1 research-based instructional practices to serve ELs and how to unpack the ELD standards for use in planning.

Which are the strongest features, and why?

Our teachers and Ed Specialists collaborate together to be able to instruct and support our scholars with IEPs every day. Scholars are included in their grade level classrooms and are given the full opportunity to participate in their classrooms.

For our English Learners, teachers provide explicit phonics, phonemic awareness, and language instruction in TK-2 and phonics review via the blended learning program Lexia TK-5. Additionally, ELs receive language and reading intervention through Leveled Literacy Intervention and the Language Learner Supplement. All teachers integrate language learning strategies to increase access to content through English Learner strategies such as sentence frames, providing visual aids, giving students significant time to process and scaffolded academic discourse practice opportunities with partners and groups.

As viewed from the CA School Dashboard, ERES received a strong Blue performance level for English Learner Progress. 86.2% of English Learners made progress towards English proficiency. This was a +32.5% increase from the previous school year.

In 2018-19, building deep knowledge of the ELD standards and aligned instructional practices is one of the priorities at ERES. We are excited to build our school-wide approaches to ELD that closely align with the new framework and to continue to accelerate outcomes for our English Learners.

What most needs improvement, and what action is being taken?

While our students with IEPs are included in the general ed classroom and their minutes are being served with

fidelity, our scholars with IEPs are underperforming in both ELA and Math compared to our scholars without IEPs. We need to improve IEP goals and in-class supports so that they can access the learning in the classroom and grow significantly academically.

As a result, at ERES, we increased our school psychologist’s hours and increased the number of Ed Specialists in recent years. In addition, Principal Ogier is directly managing the SPED team to ensure that the supports and goals put in place for scholars tightly aligned with the general ed program.

12. How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation?

Evaluation:		1	2	3	4	5	Excellent
	Unsatisfactory			x			

How do you know?

At Aspire ERES Academy our Response to Intervention (RtI) team and Special Ed teams meet together quarterly to analyze student culture and academic data, interventions, and progress monitoring tools put in place for Tier 1, 2 and 3 students. Our school uses a Student Data Tracker to monitor the growth of individual students across the year on multiple assessments. Using CELDT and ELPAC, STAR Reading, ERD, SBAC, Fountas and Pinnell, and CCSS-interim data, we monitor the entire school with a specific lens on sub-groups like English Learners. The team responsible for this is our RtI team, who meets weekly with administrators to prioritize student socio-emotional and academic supports and interventions. It also has implemented and manages the SST process. Our site Special Education team also meets weekly to monitor the progress of students with IEP’s and to adjust supports. When scholars are not progressing, we put an individualized intervention in place and track progress.

At Aspire ERES Academy, English Language Learners (ELLs) receive intervention targeted to language development needs. We have three reading intervention teachers who teach small groups of English Learners and emerging readers. Our primary curriculum is the English Language Supplement from Leveled Literacy Intervention (LLI). Additionally, for the 18-19 school year we are beginning an ELD after school intervention group for newcomers.

Which are the strongest features, and why?

The strongest feature of our program is our teamwork and collaboration when diagnosing student need. We have teams that meet quarterly to collaborate on the assessment of student need, revision of intervention plans, and if needed, increase or decrease of services. Our teams work in strong ongoing partnership with families as partners when there is a need for specialized interventions.

What most needs improvement, and what action is being taken?

Our greatest challenge is in strengthening the focus, coherence, and rigor of tier 1 instruction. In class, we need to improve the clarity of lesson and in-class differentiation in order to support students in all subgroups. We are focusing on our tier 1 instruction in all subject areas to ensure that teachers understand the essential

content of their lessons and are teaching to the full rigor of the CCSS.

In 2018-19, we are piloting a new approach to ELA instruction in two grade levels (4th and 5th grade) through Wit and Wisdom, a highly rated CCSS-aligned curriculum developed by Great Minds, who also developed Eureka Math. We believe that Wit and Wisdom may better meet the needs of our ELs and students with IEPs because it includes more extensive scaffolds and resources that target the needs of English Learners and diverse learners to ensure students are being supported to meet the rigor of the CCSS grade level standards.

We are continuing to prioritize early literacy instruction and ensuring that our scholars meet end of year benchmarks, even when they are starting TK and K with limited foundational English literacy skills. In addition, our second year of our math program is a major focus with our whole school deepening our use of a standards-based approach in Eureka math. We are confident that continued investment in our tier 1 instructional program will reduce the need for tier 2 and 3 interventions.

13. How effective is the governing board of the school?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory				x	

How do you know?

Board members contribute to the effective management of the organization and provide significant benefit to staff in leading the organization. Those elements include policy setting, financial oversight, strategic direction, program evaluation and monitoring and compliance. As our organization and environment evolve, the Board continues to evolve as well. There are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

Aspire takes a conscientious approach to recruiting and selecting new Board members. Aspire’s Board and CEO conduct extensive due diligence to ensure that new Board members are a strong cultural fit with the organization, will add value in specific areas and, most importantly, contribute to Aspire’s growth and success. The recruitment, evaluation and selection of new Board members typically are conducted through the following six-step process.

- Step 1:** Solicit nominations and compile names
- Step 2:** Initial meeting with nominating Board member
- Step 3:** Nominator reports back to the Board
- Step 4:** Prospective member meets with CEO, other Board members and staff
- Step 5:** Visit schools and attend Board meeting(s)
- Step 6:** Final meeting with CEO or nominator

Skill Set – All Board members must have expertise in an area that is valuable to Aspire’s operations, especially where there are gaps in the board skill set.

Fundraising Capacity – All board members are required to give a personally meaningful gift, and support the fundraising program of the organization.

Diversity – Geographic, ethnic and gender diversity are very important factors.

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The primary role of Aspire's Board is to serve as a group of engaged thought partners for Aspire's management and staff as they work to design and implement the organization's strategy. The Board issues broad policies and recommendations which advance the mission of Aspire. In addition, the Board helps to identify potential "fatal flaws" in staff's decision making that many not be apparent to the team itself.

The Board is responsible for:

- Mission stewardship and strategic direction
- Financial oversight of the organization
- Fundraising
- Program evaluation
- CEO evaluation

Aspire's Board of Directors is highly qualified, engaged and plays a significant role in the organization's strategic decision making. In 2011-12, the Board engaged significantly in the organization's strategic planning process as they provided strategic guidance and insight into the decision-making process to expand out of state. The Board helped to identify key risks and gauge the organization's ability to effectively mitigate and manage those risks. They subsequently approved expansion to Tennessee.

What are the notable features of the governing board in the school?

The Aspire Public Schools governing board has a long-standing membership, including many founding board members.

What aspects of the governing board most need improvement, and what action is being taken?

The Board is working on increasing its capacity by adding new Board members.

How effectively does the governing board work with the school leader/s?

The governing board is very effective in its work with Aspire's Senior Leadership Team. The Aspire governing board has a number of key policy statements that impact decisions at the school level, including the "Must Achieves," the "Rigor Arch," and the graduation requirements. All are aligned to the Aspire-wide mission of "College for Certain." The implementation of these policies is then delegated to the Area Superintendents, content-area coaches, school-level administrators, and teachers. The Board does not have regular contact with Aspire's school Principals due to the scope of the organization; however, Board members visit school sites in order to maintain familiarity with the program and connection to the on-the-ground work.

What aspects of the governing board most need improvement, and what action is being taken?

The Aspire governing board is improving the process by which new Board members are identified, recruited, nominated, and elected to serve on the Board. With a focus on diversifying the Board across all levels – racially, geographically, and experientially – the nominating process is being reimagined to include input from multiple stakeholders, including Aspire teammates, Board members, and beyond. Stakeholders will have opportunities

to identify and vet potential Board members before the nominating process, and will be asked to share feedback and input throughout the process. The result of this more expansive approach to Board recruitment serves Aspire’s goal of having a diverse Board that reflects our commitment to equity.

14. How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory		x			

How do you know?

Aspire and Aspire ERES Academy devote significant resources of time and energy to develop our equity lens to better identify, discuss, and address equity issues impacting our students, parents, teachers, and community members. These efforts foster a growth mindset about who and how we govern the school. Families provide input via monthly Family Chat meetings and at School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. We also have parent leaders participating as part of our Oakland Promise k2c program and OPD morning Safety Patrol program. These strategic parent committee and parent leadership opportunities help us make sure that parent voice is heard and incorporated into our planning and actions.

Aspire and Aspire ERES Academy embraces and utilize teacher leaders to shape and implement several elements of the school program. We distribute leadership to increase our shared responsibility for outcomes and engage teachers in the goals and action planning for the entire tk-8. Our Leadership team solidifies and carries out the school wide annual and quarterly initiatives. In collaboration with the Aspire regional team, lead team members meet for three days over the summer for professional development and initiative planning, and once in the winter. The ERES lead team also meets weekly to plan for grade level data meetings, analyze school wide data, prepare professional development, and build leadership capacity.

Which are the strongest features, and why?

Aspire ERES Academy’s parent leaders for Safety Patrol and the Oakland Promise k2c program are strong exemplars for family leadership. Both programs were initiated in the 17-18 school year. Our participation in the OPD Safety Patrol program stemmed from community and family concerns about safety during morning drop off and safety issues in the community. As a result of their work, we lobbied with the City of Oakland for more safety measures on Courtland Avenue, we started a crossing guard, and we got involved in OPD Safety Patrol as a student leadership opportunity. Our neighbors on Courtland Avenue have reported drastic improvements to the safety of students, families, pedestrians and drivers during morning drop off!

Additionally, we became an Oakland Promise k2c school in 17-18. Admin, teachers, and parent leaders collaborated to launch family workshops to build parent awareness and knowledge about college and planning for college. The team held a launch party to congratulate families on opening college savings accounts for their students.

What most needs improvement, and what action is being taken?

The area that needs improvement is the training and development of our family leaders. In order to work on this, we are utilizing Aspire’s Bay Area Family Coordinator who is curating and coordinating family advocacy groups in a train the trainer model. We will then be using these family leaders to train other families so that we continue to build and sustain family leadership structures and committees to better meet the need of students, families, and the ERES community.

15. How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	1	2	3	4	5	Excellent
	Unsatisfactory				x	

How do you know?

The school’s fiscal soundness and legal compliance are very strong. The school works closely with the home office on all budget decision-making, legal and insurance matters, and cash management.

Budget Process and Fiscal Management

There is a set of “Strategic Priorities” that is approved by the Aspire board of directors. The school developed an annual plan linked to those strategic priorities which led to the creation of ERES’s three-year goals. These goals, in turn, guide our budget. The budget is mapped out on a 3-year cycle – meaning that at all times we plan two years out. This is our responsible resource planning. This helps us ensure that we are aligning resources toward the “Strategic Priorities” and that we will remain fiscally solvent.

The CFO and Controller have implemented various fiscal control policies and procedures that provide guidance on processes that have a financial impact. These policies and procedures are reviewed and updated on a yearly and/or as needed basis. The fiscal control policies and procedures are communicated to the school through a series of trainings and the organization intranet.

Lastly, the CFO and Controller review the school’s financial and operational compliance on a quarterly basis. There are several tests and audits performed to ensure the various compliance requirements are being met.

On a monthly basis, an assigned financial analyst reviews the school’s current financial standing with the principal of the school and the Bay Area Superintendent and compares actual revenues and expenses to the board-approved budget. If there are any significant variances, the principal talks through the various trade-off decisions with the financial analyst and area superintendent. Oftentimes the principal consults his/her leadership team in order to get as much stakeholder input as necessary. The role of the financial analyst is to ensure the school meets its budget throughout the year and that the school has sufficient cash to do so. In addition, the financial analyst submits reports to the Director of Finance which are shared with the CFO and Senior Leadership Team on at least a quarterly basis.

Describe what policies are in place to ensure fiscal soundness and legal compliance.

Aspire has in place a “Fiscal Policy & Procedures” document with standardized policies to ensure fiscal and legal compliances for all CA schools. This document highlights the authority limits for each officer and employee to execute contracts and purchase goods or services. All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

We have set tables that outline authorizer approvers and approval limits for HO and school sites employees as well as board of directors. Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is renegotiated for an amount greater than 10% of approved maximum amount, the request must be submitted again for approval. The Board of Directors is to review this policy and the appropriate limits at least annually.

Which are the strongest features, and why?

The strongest features of the school's fiscal management are the fiscal controls and policies, compliance reviews, and dedicated financial analyst monitoring the school's finances on a daily basis. These three items allow the schools to be monitored by Management at any time. In addition, the Senior Leadership at Aspire Public Schools takes a very conservative approach to funding rate assumptions and plans ahead to mitigate the impact of the state cash flow deferrals.

What most needs improvement, and what action is being taken?

Communication of updated policies and procedures needs the most improvement. We are working to build a clear understanding of the allotment of Title I funds and parent/community input in how these funds are used.

16. What are the most significant aids and/or barriers to raising student achievement?

Our most significant aids to raising student achievement are:

- The passion, commitment, and skill of our leadership and teaching staff
- Leaders and teammates committed to equity and social justice
- The commitment of our Instructional Leaders to effectively coach and improve instruction
- Developing a strong and joyous school culture
- Our socioemotional learning initiatives
- Our ELD and CCSS instructional initiatives
- Dedicated and supportive families
- Collaboration amongst classroom teachers, RtI teammates, Mental health counselor, Ed Specialists and Admin
- Teams committed to securing wrap around services for our scholars
- Aligned regional approach toward developing leaders and teachers

Our barriers to raising student achievement include:

- Recruitment and retention of high qualified teaching staff
- Time it takes to master new Common Core aligned curriculum, instruction and assessments
- Limited resources for schools serving low socio-economic communities

CHARTER RENEWAL DATA DOCUMENT

Financial Information (for Year 5 of current charter term)

Total Operational Budget	\$3,624,531.48	Per Student Revenue total Students 251	\$14,440.36
Total Expenditure	\$3,652,023.94	Expenditure Per Student	\$14,549.90
Balance brought forward from previous year	\$3,926,197.27	Projected balance carried forward to next year	\$3,898,704.81

Special Populations (for each year of current charter term)

Subgroup	Number of Enrolled Students in Subgroup					Percent of Enrolled Students in Subgroup				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
FRPM-Eligible/ Economically Disadvantaged	210	205	206	201	Not Available	94%	94%	95%	93%	Not Available
English Learners	131	124	118	111	Not Available	59%	57%	55%	51%	Not Available
Students with Disabilities	23	23	26	29	Not Available	10%	11%	12%	13%	Not Available

* If official data for this year is not yet available, please provide the most updated unofficial number.

Pupil Mobility

Subgroup	Number of Students					Percent of Total Enrollment				
	Year 1	Year 2	Year 3	Year 4	Year 5*	Year 1	Year 2	Year 3	Year 4	Year 5*
Students who joined the school other than at the usual time of admission	16	16	27	37	8	7%	7%	13%	17%	3%
Students who left the school other than at the usual time of leaving	12	13	20	19	5	5%	6%	9%	9%	2%

* Enter most recent data available.

Enrollment and Attendance (for each year of current charter term)

	Year 1 14-15	Year 2 15-16	Year 3 16-17	Year 4 17-18	Year 5 18-19
Total Enrollment*	222	218	216	221	237
Attendance Rate**	97%	97%	96%	96%	96%

* As of CBEDs census date. For Year 5, if CBEDs census data has not yet passed, enter most recent enrollment data available.

** Enter year-end attendance rate. For Year 5, enter attendance rate to date.

Enrollment (for Year 5 of current charter term)

Subgroup	Number Enrolled	Percent of Total Enrollment
Asian	2	1%
Black or African American	12	5%
Filipino	0	0%
Hispanic or Latino	216	91%
Native American or Alaskan Native	0	0%
Native Hawaiian or Pacific Islander	0	0%
White	0	0%
Two or More Races	3	1%
Not Reported	5	2%
Male	114	48%
Female	124	52%
Homeless Students	0	0%

Discipline (for Year 4 of current charter term)

Subgroup	# of Suspensions	# of Expulsions
Schoolwide	53	0
Asian	0	0
Black or African American	11	0
Filipino	0	0
Hispanic or Latino	42	0
Native American or Alaskan Native	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
Not Reported	0	0
Male	38	0
Female	15	0
Homeless Students	4	0

English Learners	27	0
Students with Disabilities	14	0

Lottery/Waitlist Information

Year of Current Charter Term	Date of Lottery	Grade Level	# of Applicants	# of Available Spaces	# of Students on Waitlist
<i>EXAMPLE (add rows as necessary to capture all grade levels served)</i>	4/1/18	6	180	100	80
		7	115	100	15
		8	105	100	5
Year 1 14-15	March 2014	K - N/A Back in in 2014, lotteries were run manually, and all data was saved internally by Admin. With both Principal and Business Manager gone, we do not have the data for this school year. Moving forward 2015, Schoolmint will manage and store all No. of Applicants, No. of available spaces and No. of students on the waitlist.	N/A	N/A	N/A
		1	N/A	N/A	N/A
		2	N/A	N/A	N/A
		3	N/A	N/A	N/A
		4	N/A	N/A	N/A
		5	N/A	N/A	N/A
		6	N/A	N/A	N/A
		7	N/A	N/A	N/A
		8	N/A	N/A	N/A
Year 1 15-16	March 11, 2015	K	44	22	11
		1	23	0	11
		2	22	0	22
		3	25	0	22
		4	25	4	25

		5	27	2	5
		6	21	1	0
		7	20	2	6
		8	6	2	3
Year 3 16-17	March 11, 2016	K	59	21	10
		1	28	1	11
		2	25	0	2
		3	16	0	13
		4	27	4	5
		5	30	0	21
		6	31	0	2
		7	20	2	3
		8	13	1	0
Year 4 17-18	March 8, 2017	K	139	20	46
		1	36	3	11
		2	28	2	19
		3	25	2	23
		4	26	2	7
		5	32	2	19
		6	76	10	22
		7	27	6	5
		8	15	5	3
Year 5 18-19	March 7, 2018	K	199	46	1
		1	62	3	5
		2	44	2	10
		3	38	1	6
		4	57	4	31
		5	46	1	5
		6	136	1	78
		7	34	0	19

		8	26	2	0
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Graduation Information (High Schools only)

	Year 1	Year 2	Year 3	Year 4*
Cohort Graduation Rate	N/A	N/A	N/A	N/A
Cohort Dropout Rate	N/A	N/A	N/A	N/A

* If official data is not yet available for Year 4, please provide preliminary/unofficial numbers.

Post-Graduation Plans (High Schools only)

	Year 1	Year 2	Year 3	Year 4
% attending 4-year college	N/A	N/A	N/A	N/A
% attending 2-year college	N/A	N/A	N/A	N/A
% attending vocational/technical training	N/A	N/A	N/A	N/A
% joined military	N/A	N/A	N/A	N/A
% working exclusively	N/A	N/A	N/A	N/A

Teacher Recruitment/Retention* (for each year of current charter term)

	Year 1	Year 2	Year 3	Year 4	Year 5
Total # of classroom teachers	13	12	12	10	12
# of new classroom teacher hires	2	0	2	2	2
# of classroom teachers retained from prior year	10	10	7	7	9
# of classroom teachers that left their position prior to the end of the school year (e.g. resigned, quit, terminated)	1	1	1	0	0
# of currently vacant classroom teaching positions (FTEs)					0

*Aspire Public Schools defines “retention” as staff that stays within the Aspire Public Schools network in any role or Aspire site.

ELA SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term)
Please note, data is only required for subgroups that had at least 11 students with ELA SBAC scores for a given year.

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	23%	28%	31%	28%

Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	17%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	23%	29%	30%	28%
Native American or Alaskan Native	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
English Learners	8%	4%	6%	5%
Students with Disabilities	5%	0%	6%	0%
Economically Disadvantaged	22%	28%	31%	26%

Math SBAC Proficiency – Percent Meeting or Exceeding Standard (for each year of current charter term) Please note, data is only required for subgroups that had at least 11 students with Math SBAC scores for a given year.

Subgroup	Year 1	Year 2	Year 3	Year 4
Schoolwide	22%	26%	27%	21%
Asian	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	17%
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	22%	25%	26%	21%
Native American or Alaskan Native	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
English Learners	13%	7%	15%	8%
Students with Disabilities	0%	0%	0%	0%
Economically Disadvantaged	21%	26%	27%	20%

MPOs AND LCAP GOALS

Measurable Pupil Outcomes (MPOs)

Insert the MPOs for the charter term under review (i.e. 2014-15 thru 2018-19). If the Collective MPOs were adopted, this section should include two sets of charts.

If the Collective MPOs were adopted starting for 2015-16. The first chart should include the data for the former MPOs for the first year of the charter term (2014-15). For each MPO in this chart, include an analysis as to whether the goals were “met” or “not met” and explain why or why not. Specifically, provide the goal, target, instrument, and data achieved/results. If the data achieved/results are unavailable, please indicate as much and provide a brief explanation. For example, if the specific instrument listed is no longer in use, please indicate “no longer available/given”. If multiple assessments, grade levels, or subgroups were included in a single goal, please make sure to include the specific target and data achieved/results for each assessment, grade level, and/or subgroup.

Measurable Pupil Outcomes	Instrument	Target	Progress 2014-15
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate	14-15 ADA: 96.0% Analysis: Met. A focus on attendance is a priority and will continue to be one for our school.
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment MATH	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 – 5% point growth Year 5 – 5% point growth	14-15 SBAC Math % Met/Exceed: 22% Analysis: Baseline data
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Year 2 - 5% point growth Year 3 - 5% point growth Year 4 – 5% point growth Year 5 – 5% point growth	14-15 SBAC ELA % Met/Exceed: 23% Analysis: Baseline data
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 4 1 – 16 2 – 28 3 – 38 4 – 40 5 – 50	14-15 increase by 5 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points	DRA Fall 2014 Results in Percent: K-no new data 1st- 56% (13 students) 2nd- no data 3rd- 41% (24 students) 4th- 8% (2 students) 5th- 50% (13 students) Spring 2015 %At/Above: Overall: 36% K: 69% 1st Grade: 50% 2nd Grade: 33% 3rd Grade: 23%

			<p>4th Grade: 33%</p> <p>5th Grade: 34%</p> <p>Analysis: Baseline data. Goal not met. To address this area of need we put greater emphasis on 1:1 reading conferences and guided reading. Updated data no longer available as the DRA assessment is no longer used to measure reading proficiency.</p>
<p>Annual Basis:</p> <p>Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot</p>	<p>Percent at 3 or 4</p>	<p>14-15 increase by 5 points</p> <p>15-16 increase by 10 points</p> <p>16-17 increase by 10 points</p> <p>17-18 increase by 5 points</p> <p>18-19 increase by 5 points</p>	<p>Baseline data. 14-15 Spring Proficiency Rate - 38.3%</p> <p>Analysis: Writing Snapshot no longer used as a measure</p>
<p>Annual Basis:</p> <p>Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher</p>	<p>Percent at 90%</p>	<p>14-15 increase by 5 points</p> <p>15-16 increase by 5 points</p> <p>16-17 increase by 5 points</p> <p>17-18 increase by 5 points</p> <p>18-19 increase by 5 points</p>	<p>Baseline data. 14-15 Spring % Proficient - 7.7%</p> <p>Analysis: 5th Grade Math Basic Skills Test no longer being used as a measure</p>
<p>Annual Basis:</p> <p>90% of families are satisfied: My child is getting a good education at this school</p>	<p>Annual Survey</p>	<p>10% growth per year until reaching 90% or higher</p>	<p>Baseline data. The annual survey for 2013-2014 was 98%</p> <p>14-15 Percent Positive: 95.5%</p> <p>Analysis: Met. ERES families have confidence and trust in our school to provide a good education for their students.</p>
<p>Annual Basis:</p> <p>All students with an IEP receive 100% of their required service minutes</p>	<p>Annual Meeting Data</p>	<p>Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached</p>	<p>6/17 or 35% of students at ERES Academy received 100% of their services in 2013/2014. All students who did not receive 100% of their service minutes received at least 80% of these minutes. Students who were owed service minutes in 2013/14 are being provided compensatory services in the 2014/2015 school year.</p>

			Analysis: To ensure that service minutes are met, we increased the number of full time Ed Specialists, service providers, and Independence Facilitators. This has significantly increased since the 2014-2015 school year.
Annual Basis: Increase percentage of students becoming reclassified English Language Proficient as measured by CELDT	Annual RFEP Data	14-15 increase by 5 points 15-16 increase by 5 points 16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points	6 students were reclassified Analysis: Baseline data. In 16-17 adopted reading intervention curriculum and 18-19 professional development is focused on ELD strategies and standards.

The second chart should include the data updates for the Collective MPOs for the subsequent years of the charter term (i.e. 2015-16 thru 2018-19). Some data may not yet be available for 2018-19, but please **be sure to include all available data for each year.**

NEW COLLECTIVE MPO TARGETS					
MPO 1-2: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the ELA portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.					
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	35	29	31.3	27.9
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	3	35	29	29.8	28.3

Black or African American					
White					
Two or More Races					
English Learners	2	10	4	5.7	5.3
Economically Disadvantaged	3	34	28	31.2	25.9
Students in Foster Care					
Students with Disabilities			0.0	5.9	0.0

Analysis:
MPO 1-2 goal met schoolwide and for all subgroups of students for 2016-2017. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers, and number of new students to school contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for this school year.

MPO 3-4: By the end of the charter term, schoolwide and for each numerically significant student subgroup, increase the percent of students meeting or exceeding standards on the Math portion of the SBAC by at least [Amount 1] percentage points or achieve a level of [Amount 2] percent.

Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3	34	27	26.9	20.7
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	3	34	25	25.9	20.6
Black or African American					
White					

Two or More Races					
English Learners	2	15	7	14.6	8.3
Economically Disadvantaged	3	33	26	26.8	19.6
Students in Foster Care					
Students with Disabilities			0.0	0.0	0.0
<p>Analysis: MPO 3-4 goal not met. In 2016-2017 only met for English Learner subgroup. In 2017-2018 did not meet schoolwide or subgroup goals. Leader turnover, high teacher turn over, number of new teachers and new students contributed to 3.4 decrease schoolwide. Adoption of new standards based curriculum, focus on standards aligned student task and data analysis, commitment to weekly coaching cycles with teachers, and partnership with the regional team for the 18-19 school year.</p>					
<p>MPO 5-6: Each year, schoolwide and for each numerically significant student subgroup, [Amount 1] percent of students will increase [Amount 2] on the [ELA/Reading Assessment] or achieve proficiency.</p>					
<p>Numbers below represent the % of students in January 16-17 that either increased a proficiency level (compared to their 15-16 spring scores) or scored at/above grade level in 16-17. Students had to have tested in both years. The DRA is used for 15-16 and F&P is used for 16-17, as those were the tests administered.</p>					
ELA/Reading Assessment		Developmental Reading Assessment (DRA)			
Group	Amount 1	Amount 2	2015-2016	2016-2017	2017-2018
SCHOOLWIDE	70	one year	62	50.0	57.1
American Indian or Alaska Native					
Asian					
Native Hawaiian or Pacific Islander					
Filipino					
Hispanic or Latino	70	one year	61	48.6	57.1

Black or African					
White					
Two or More Races					
English Learners	65	one year	41	28.9	57.9
Economically Disadvantaged	70	one year	61	50.7	60.0
Students in Foster Care					
Students with Disabilities					

Analysis:
MPO 5-6 goal difficult to analyze because different assessments were used each year and in different grade levels. There will be a continued focus on literacy and standards-aligned instruction so as to improve proficiency levels of all students.

MPO 7: Each year, [Amount] percent of ELs will improve one overall proficiency level on CELDT.

		2015-2016	2016-2017	2017-2018
SCHOOLWIDE	50	23	59	N/A (ELPAC transition)

Analysis:
MPO 7 goal met in 2016-2017. Since then, we have transitioned to the ELPAC. We are learning more about how best to utilize the ELPAC data to drive instruction for our EL students.

MPO 8-9: Each year, schoolwide and for each numerically significant student subgroup, have less than [Amount] percent of students absent more than 10% of the school days (chronic absence).

		2015-2016	2016-2017	2017-2018
SCHOOLWIDE	3.9	5.4	5.6	11
American Indian or Alaska Native				
Asian				
Native Hawaiian or Pacific Islander				

Filipino				
Hispanic or Latino	3	5.2	5.1	8.5
Black or African American				
White				
Two or More Races				
English Learners	3.1	5	5.6	9.9
Economically Disadvantaged	3.1	5.7	6.1	11.3
Students in Foster Care				
Students with Disabilities				
<p>Analysis: MPO 8-9 goal met for Latino and English Learner students, but not for economically disadvantaged students or school-wide. We have seen an increase in students leave the area and commute to the school from locations much farther away due to the changing economic climate of the Bay Area. We are working closely with families to change this outcome and are analyzing and intervening in chronic absenteeism data on a biweekly basis.</p>				
MPO 10: Each year, at least [Amount] percent of students and families positively rate school safety.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	90			
Student Survey Question	I feel safe at this school	no data-not included in survey	83.06	82.9% (Only asked on Grades 1-2 survey this year)
Family Survey Question	I feel like the school provides a safe environment for my child	no data-not included in survey	83.06	77.6%
<p>Analysis: MPO 10 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.</p>				
MPO 11: Each year, at least [Amount] percent of students and families positively rate academic instruction.		2015-2016	2016-2017	2017-2018

Percent of Students/Families	92			
Student Survey Question	When students don't understand something, my teacher explains it another way so they will understand. (*Q's differ by grade level)	Students: 87	Students: 82.64	70.9% (Questions were "When something is hard does your teacher help your class understand?" for Gr 1-2 and "How often does this teacher take time to make sure you understand the material?" for Gr 3 - 12. I think this differs from last year)
Family Survey Question	My Child is getting a good education with their teacher.	Families: 99	Families: 96.05	Question not asked on 17-18 survey. Potential replacement - "I would recommend my school to others": 83.3%
<p>Analysis: MPO 11 goal difficult to analyze. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been positive.</p>				

MPO 12: Each year, at least [Amount] percent of students and families positively rate their voice in school decision-making and/or opportunity for feedback.		2015-2016	2016-2017	2017-2018
Percent of Students/Families	75			
Student Survey Question	My voice is heard and valued at my school - Student: " Does your teacher listen to you when it is your turn to talk in class?"	Students: 90	Students: 82.05	Question not asked on 17-18 survey. Possible replacement - "Does your teacher ask you questions about what you are learning?" for Gr. 1-2 and "How often does this teacher make you explain your answers?" for Gr 3- 12: 53.4%
Family Survey Question	I am encouraged to share my opinion and feedback in the school decision process - Family: "I feel comfortable discussing my child's needs with their teacher and/or other school staff"	Families: 94	Families: 92.7	Question not asked on 17-18 survey. "I am encouraged to share my opinion and feedback in the school decision making process.": 67.3%

Analysis:

MPO 12 goal likely met, though survey questions changed year to year. Survey data from 2017-2018 is not comparable to previous years. Both student and family surveys changed drastically in 2017-2018. Questions were changed and the response scale for several surveys also changed (e.g. from a 1-4 response scale to a 1-5 response scale). Although results cannot be compared, responses each year have been highly positive.

Local Control and Accountability Plan (LCAP) Goals

In regard to the school's LCAP goals that have been in place, please address the following:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.
- A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

Please see Aspire ERES Academy LCAP Attached.

FACILITIES AND FUTURE PLANS

FACILITIES ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)
<p>Please respond to the following:</p>
<p>Does your lease extend through the end of your requested charter term?</p> <p>No</p> <p>If the lease does not extend through the end of your charter term, please describe your plans for a facility solution which includes either:</p> <p>We plan to renew the lease at the current facility for the 2019-2020 school year and have a letter of intent out to the building owner for signature. The signed letter of intent will be included in the final performance report submission.</p> <p>We are currently pursuing a new facility for ERES that will be the permanent long-term home with the goal of moving for the 2020-2021 school year. If this does not prove successful, we will pursue other facilities with long term lease options and will apply to OUSD for Prop 39 each year.</p>
<p>Describe the condition of your current facility.</p> <p>Aspire ERES Academy’s facility is in poor condition and is inadequate for our students and teammates. ERES’ facility is inadequate because of extremely small classrooms and only having one classroom per grade prevents collaboration and burdens teachers, includes very little play space, does not have appropriate space to appropriately serve students that require additional supports and have Individualized Education Programs, has limited ventilation, requires extensive maintenance and repairs, and has flooded regularly from plumbing issues and rain. Given the list of many concerns, I am extremely proud of the ERES team and community for continuing to maintain a positive attitude in order to provide the best possible learning experience that we can for our students.</p>
<p>What procedures are in place for handling facility repairs?</p> <p>Aspire ERES Academy has a Building Manager who responds and accesses all facility related issues.</p>
<p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility.</p> <p>Aspire ERES Academy has service providers for all major facility needs in the event the Building Manager cannot restore a facility issue to its normal state. These include HVAC, Electrical, Plumbing, and General Contractors. These are further supported by service providers available and identified by Aspire for use throughout the organization. This school year, Aspire is also rolling out a new facilities maintenance software system to support our preventative maintenance.</p>

FUTURE PLANS

Please respond to the following:

As applicable: Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.

OUSD is aware of our proposed plans to move ERES to a newly constructed school facility and expand the program starting in the 2020-2021 school year.

As applicable: Describe any material revisions to your charter and rationale for this renewal period.
This request will be considered as part of the renewal process.

If we are able to obtain city approval to move forward with the new permanent site for ERES, we would submit a material revision for an address change and ensure our enrollment projections include the appropriate expansion.

- Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school's mission, purchasing a new facility, etc.
- In order to have the material revision to your charter approved, your school needs to:
 - State the revision(s) the school's governing board wishes to make to the charter.
 - Describe the reasons for the request(s).
 - Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years.

If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.

ERES families are strong proponents of moving ERES to a safe, adequate facility. The facility conditions were challenging at the time of our charter renewal and have worsened over time. In the past four years, ERES students' education has been negatively impacted by periodic flooding from rain and from floods resulting sewage spillage. The floods have caused extensive classroom and instructional impact due to the need to deep clean, resurface classroom walls, abate mold, replace flooring and carpeting, replace furniture and sanitize. In addition to flooding, there is poor ventilation throughout the classrooms. The cafeteria, located in the basement, has also been subject to rain-induced flooding. In 2017-18, the cafeteria was deemed structurally unsound and could not be used for meal serving for 4 months during the year due to repairs. The limited play space has also been a significant challenge for ERES students, severely limiting outdoor and indoor play and recreation

activities. The facility is inadequate for ERES students and is an urgent challenge that requires cooperation and collaboration to solve.

We have engaged with families on the multiple challenges in our current facility as well as engaged them for input on the new facility over 20 times through Admin Chats with families, and community forum engagements in the past 4 years.

- If appropriate, describe how student achievement may be impacted by the proposed revision(s).

The constrained, inadequate current facility only allows ERES to operate a single classroom per grade level. This significantly impairs our ability to serve students. For example, the same class stays together for nine years since there is only one single class. This does not allow us to optimize groupings for diversity, learning style, etc.

The biggest impact of our constrained facilities is the lack of collaboration opportunity for ERES teachers. Each teacher has no grade level or content partner. In our middle school, each teacher has to master and teach 3 grade levels of 1-2 content areas. In our elementary schools, no teacher has a grade level partner with whom to co-plan or collaborate on instruction and assessment. Ultimately, the conditions within this physical facility negatively impact teacher efficacy, sustainability and retention.

Joaquín Nava Torres

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Experience

Deputy Director/Invest in Neighborhoods: Office of Economic and Workforce Development, November 2012 – Present.

- Oversee and manage neighborhood economic development \$8 million budget and team responsible for design, development, and implementation of:
 - *Invest in Neighborhoods*, a mayoral neighborhood commercial corridor initiative to address specific neighborhood needs and leverage City resources across city departments to maximize positive economic and social impact in low - moderate income neighborhoods and throughout San Francisco's commercial corridors;
 - *Community Benefit District and Business Improvement District* program to further community district revitalization and economic development in select San Francisco areas;
 - *Jobs Squad*, a citywide two person team responsible for direct small business engagement, corridor inventory, and streamlining access to city program services that assist small businesses.
- Oversee senior project management team responsible for program and product design and implementation, request for proposal process, grant negotiations, program monitoring and evaluation, technical assistance and capacity building, and small business lending.
- Develop and strengthen relationships with key stakeholders including members of the Board of Supervisors, Commissioners, business leaders, small businesses owners, residents, non-profit leaders, and other elected officials.
- Support critical department functions including Communications, Finance, and Human Resources.

President: San Francisco Housing Authority Commission, February 2013 – Present.

- Preside over seven member commission responsible for governance of the San Francisco Housing Authority and a \$210 million budget related to HOPE VI, Housing Choice Voucher and Housing Assistance Payment subsidy administration, oversight of financial and operational policy recommendations, changes, and implementation across the San Francisco Housing Authority portfolio, in coordination with newly established Diversity and Finance and Personnel Committees and in alignment with a mayoral directed public housing re-envisioning process to ensure the long term financial and operational stability of the authority and to strengthen compliance with the United States Department of Housing and Urban Development's operational and financial criteria;

Director, Mayor's Office of Neighborhood Services: Office of Mayor Edwin M. Lee, San Francisco, CA, March 2011 – October 2012.

- Directed and managed citywide district and constituent issues across City departments, including launch of community engagement series - relating to economic development, public works, education, public safety, cultural development, education, and community building - to ensure constituent access to and education of robust City services; coordinating joint civic and constituent issue engagement efforts between Mayor's Office and Board of Supervisors, including joint budget town halls, community building events throughout San Francisco neighborhoods;

- Organizing, directing, and fundraising to produce the Mayor's Heritage Month Celebration and Awards Ceremonies enlisting corporate, municipal and community support to recognize innovative and emerging leaders throughout San Francisco's diverse communities; directing budget and communications surrounding the event;

Mayor's Liaison to the Latino Community: Office of Mayor Gavin Newsom, San Francisco, CA, December 2009 – February 2011.

- Managing district and constituent issues - relating to economic development, public works, education, public safety, cultural development, education, and community building - to ensure constituent access to and education of robust City services and coordinating joint civic engagement efforts between Mayor's Office and Board of Supervisors;
- Serving on Mayor's Boycott Arizona Work Group: facilitated conversations with immigration policy stakeholders city, state, and nationwide as government agencies pursued effective steps to voice dissent over Arizona Senate Bill 1070;
- Managing, coordinating, and training intern staff to support community outreach and case management, draft briefs, and to assist with administrative operations;
- Organizing, directing, and fundraising to produce the Mayor's Latino Heritage Month Celebration and Awards Ceremony enlisting corporate, municipal and community support to recognize innovative and emerging Latino leaders in San Francisco; managed budget and communications surrounding the event;
- Established inaugural Mayor's *Yo Soy El Futuro* Scholarship available to graduating low-income Latino San Francisco Unified School District high school students.

Field Organizer: Newsom for California Committee – Governor 2010, October 2009.

- Responsible for volunteer coordination, recruitment, and training;
- Expanding new phone bank sites into the East and South Bay;
- East Bay and San Joaquin Region Newsom Neighborhood House Party management;
- Coordinating statewide college and university student minority organization outreach.

Actor: New York and Nationally Recognized Regional Theatres: June 2002 – Present.

- Originated and interpreted roles in both the classical and contemporary repertoire co-starring with Golden Globe winners Stacy Keach and Stanley Tucci, Oscar winner Kevin Kline, Oscar nominee David Strathairn, Tony award winning directors Robert Falls, James Lapine, and Bartlett Sher, Tony nominee and Pulitzer Prize Finalist Anna Deavere-Smith and Pulitzer Prize Finalists for Drama: Sarah Ruhl and Quiara Alegria Hudes .

Actor, Organizer, Editor: Brooklyn at Eye Level, November-December: 2008.

- Managed, organized, and performed diverse group of interviews with everyday New York citizens, labor leaders, real estate lawyers, developers, community activists, and architects to develop and create a live theatrical symposium on the effects of corporate land development within the Brooklyn community, and highlight the importance of community and civic engagement in relation to racial, educational, and socio-economic issues.

Teacher/Advisor: Cambridge Rindge and Latin School, MA: June 2003.

- Facilitated, advised, and directed high school students from low and middle income families in the creation of a theatrical documentary focusing on the conflicts, deficiencies, and successes within the Massachusetts educational system, highlighting the issues of early drop-out rates, budget cuts, and their relationship to the struggles of family life.

Research Associate: Vanity Fair Magazine, January 1998-December 1999.

- Responsible for organizing and researching the thinkers, owners, innovators, and buyers in the field of politics, entertainment, media, technology, and fashion, to create the provocative and nationally recognized, “New Establishment List.”
- Directed intern collaboration with special projects, as needed.

Volunteer: Newsom for California – Lieutenant Governor 2010

- Assisted political, field, and communications directors as needed with press releases, press conferences, event support and organization, including 2010 CA State Democratic Convention.

Volunteer/Member: 52nd Street Project, June 2003-June 2009.

- Performing, writing and tutoring for a not-for-profit organization that matches at-risk children in New York City’s Hell’s Kitchen with professional theatre artists to create new theatre.

Christian Help in Park Slope (C.H.I.P.S.), December 2008.

- Assisted senior staff volunteers in management food donations and serving meals during the holidays for the homeless community of Park Slope, Brooklyn.

Education: Stanford University, B.A., Department of English, 1997
New York University, M.A., Tisch School of the Arts, 2002

WARREN FELSON

1100 Sacramento Street, Apt 502
San Francisco, CA 94108
Tel: (415) 933-7511

Canadian Citizen
US Permanent Resident
warren.felson@argosypartners.co.uk

Employment

- Since 2000 **Private Investor.** Manage own family office including public and private investments.
- 1993-1999 **ROCKPORT CAPITAL LIMITED** London, England
Principal. Set up and ran long/short U.S. equities hedge fund based on proprietary computerised trading program using stocks and index futures. Began, then oversaw on-going research program. Developed trading, execution and rebalancing strategies. Designed and implemented portfolio monitoring and accounting systems.
- 1996-2001 **CODELCO, CHILE** Santiago, Chile
Consultant. Hired as industry expert to work with Ernst & Young and UK and New York lawyers during investigation of \$164m copper futures loss. Advised on organisation and analysis of 40,000 trades, interpretation of results and potential recovery of losses.
- 1990-1991 **GERALD METALS S.A.** Lausanne, Switzerland
President. Managed 45-person company engaged in international trading of aluminium and aluminium products, refined copper and copper, lead and zinc raw materials.
- 1986-1990 **DREXEL BURNHAM LAMBERT LIMITED** London, England
Managing Director. Managed Drexel Burnham's London Metal Exchange broker-dealer business. Reorganised group, greatly expanded customer base, implemented more intelligent market making and started what became the dominant LME options unit. Turned loss-making business around to successive record profits in 1988 and 1989.
- 1979-1986 **METAL TRADERS, INC.** New York, New York
President (1985-6). **Senior Vice President** (1982-5). **Vice President** (1979-82). Started up and managed global copper and aluminium departments which accounted for half of company profits. Initiated financial futures trading.
- Prior Copper trader at Gerald Metals, Inc (New York); Copper Sales Department at Noranda Sales Corp (Toronto); Auditor at Price Waterhouse & Co (Montreal).

Education

- 1975-1977 **HARVARD BUSINESS SCHOOL** Boston, Massachusetts
Master of Business Administration with Distinction. First and Second Year Honours. Co-captain Business School hockey team.
- 1968-1973 **MCGILL UNIVERSITY** Montreal, Quebec
Bachelor of Metallurgical Engineering with Distinction. Kennecott Scholar. Quebec Iron and Titanium Scholarship. Varsity waterpolo.

Community

- 2014 **ASPIRE PUBLIC SCHOOLS** Oakland, California
Board of Directors. Elected to Board of Directors in April 2014. Appointed to Executive Committee in June 2014.
- 2003-2008 **CHELSEA COMMUNITY HOSPITAL SCHOOL** London, England
Chairman, Board of Governors (2007-8). Chelsea Community Hospital School (www.cchs.org.uk) provides education to children and young people while they are in hospital at one of the school's four sites and for a number of other students who cannot attend mainstream schools due to their medical condition. **Financial Governor** (2004-8). **Volunteer Teacher** (2003-8).

- 2006-2008 **ALBERT HALL MANSIONS (FREEHOLD PURCHASE)** London, England
Chairman, Albert Hall Mansions (Block 5) Freehold Ltd. Led residents in freehold purchase of property worth £250m (\$500m), largest ever UK enfranchisement.
- 1991-2004 **ALBERT HALL MANSIONS MANAGEMENT LTD** London, England
Director and Treasurer of co-op management company (1991-4, 1997-8 and 2001-4). Negotiated settlements totalling £460k (\$800k) to resolve long-standing claims against former managing agent, a delinquent tenant and building's senior leaseholder.
- 1987-1989 **LONDON METAL EXCHANGE** London, England
Member. Board of Directors.
- 1983-1985 **COMMODITY EXCHANGE, INC (COMEX)** New York, New York
Member. Nonferrous, Warehousing and New Products, and Arbitration committees.

Nisa Frank1014 53rd Street

Oakland, Ca., 94608

(917) 952-5131

nisahara@gmail.com

EDUCATION:

Teachers College, Columbia University Klingenstein Center May 2011
M.S. Ed., Private School Leadership (Summer Institute)

Bank Street College of Education June 2004
M.S. Ed., Early Childhood

San Francisco State University June 2002
B.S., Child and Adolescent Development

PROFESSIONAL EXPERIENCE:**The Hamlin School, San Francisco, CA**Head of Lower School (Kindergarten-4th grade)

- Direct supervisor of 30+ faculty members
- Provide professional development opportunities
- Observe and evaluate faculty and provide feedback throughout the year
- Collaborate with administrative team to fulfill strategic goals
- Committee member: Technology, Committee on Community, Standing Committee on Program Excellence
- Maintain a vision for innovative curriculum and synthesize current pedagogy and practices
- Lead Support Services Team to create action plans for all students
- Plan and implement parent education program
- Maintain positive and productive partnerships with all constituencies, especially parent community
- Manage budget for the Lower School Division

Packer Collegiate Institute, Brooklyn, NY

2012-Present

Assistant Head of Preschool and Lower School (3 year olds - 4th grade)

- Direct supervisor of 20 Associate Teachers
- Provide professional development opportunities, including bi-weekly meetings to address issues relevant to teacher development throughout the school year.
- Provide observation and feedback for all Associate Teachers at least twice a year. This includes post observation meetings.
- Coordinate job search workshops, including resume and cover letter review.
- Provide recommendations for employment both written and verbally.
- Coordinate hiring for Associate Teaching positions as well as make recommendations for hire to the Head of School.
- Recruitment and Retention of faculty of color- Attend all related job fairs as well as co-organize the Packer Candidates of Color Connect workshop: Opportunity for potential candidates of color to hear from administrators as well as inquire about independent school hiring policies and support once hired.
- Organize student programs: Lunch sign up, student council, event-centered field trips (All school Earth Day planting in Brooklyn Bridge Park)
- Formal and Informal observer in Packer's Supervision and Evaluation model. Provided both written and verbal feedback to support the growth of Head Teachers and Learning Specialists.
- Participate in development of Packer's writing curriculum. Align goals of the curriculum to the Common Core Standards.
- Collaborate with Parent Association on yearly initiatives.
- Collaborate with Director of Diversity and Diversity Council on yearly initiatives.
- Participant in Child Study meetings to help identify student needs and proper supports.

Waterside School, Stamford, CT

2011-2012

Director of Admission

- Clearly communicated the mission of the school to prospective families, outside agencies and community organizations.
- Met with all families who have submitted applications to the school.

- Primary source of outreach by attending all recruitment fairs, visiting pre-schools (feeder schools) in the area and hosting events that invite all interested parties into our school.
- Led organization of all admission related events: Open House, Take A Look Mornings, Assessment and Group Visits for prospective students/families.
- Administered admission testing to prospective students ages 4 yrs to 4th grade. Familiarity with testing tools such as the ERB, Gesell, PLAI, RAN and the WPPSI.
- Led candidate file review committee. Reviewed and selected incoming classes with Head and Assistant Head of School.
- Additional responsibilities included: Coordinating after school hour for Jr. Kindergarten and Kindergarten students. Providing students with a time at the end of the day to community build as well as support their learning both academically and social emotionally.
- Managed admission associate with daily tasks as well as volunteer committees for admission events.
- *Alumni Relations*: Tracked academic progress of alumni as well as organized activities and workshops for supplemental instruction and enrichment.
- Participated in student review committees contributing feedback when necessary.

The Town School, New York, NY

2004-2011

Second Grade Head Teacher

- Oversaw a classroom of 22 students while mentoring a full time co-teacher.
- Experience with and developed Everyday Math and Math in the City Curriculums
- Developed curricular connections between art and math focusing on artists such as Isamu Noguchi and The Quilters of Gees Bend.
- Developed reading and writing lesson plans informed by Teacher's College Reading and Writing Workshop.
- Created lesson plans and curricular units as well as taught daily in all core subject areas. Lesson plans included integration of technology such as Smartboard Notebook, voice threads, podcasts and screen casts.
- Worked collaboratively with colleagues, the school psychologist, parents and administrative staff to ensure an active and supportive learning environment. This included comprehensive reports, Guidance Team meetings and parent conferences.
- Initiated and wrote comprehensive, developmentally appropriate Social Studies curricula for the Second Grade, using Grant Wiggins "Backward Design" as a guide.

Leadership Responsibilities at The Town School

Board of Trustee Member

2010-2011

Member of the Board of Trustee Diversity Committee

Co-Teacher Advisor

2010-2011

- Provided new co-teachers with professional development opportunities by organizing and leading workshops focused on community building, teaching skills and educational philosophy.

Co-Chair of the Faculty Evaluation Committee: Developed Town's first formal faculty evaluation system. 2009-2010

Associate Program Supervisor (First year associate teachers for grades 1st-4th) 2008-2010

- Observed, evaluated and provided professional development opportunities for all first year associates.

Co-founder, Faculty of Color Group

2007-2011

Member of the Faculty Committee (2 terms):

2007-2011

- An elected body of senior faculty that acts as an advisory group to the Head of School.

Bank Street School for Children, New York, NY

2002-2004

Nursery 4 Assistant Teacher and 7/8's Assistant Teacher: Minority Fellows Scholar

- Served on a faculty advisory committee to develop the Kids of Color group in the Lower School.

RELATED VOLUNTEER OPPORTUNITIES

2007

South Africa "Building Bridges" Project: Kokona Digale Elementary School, Polokwane, South Africa- Summer: 2006 and

- Worked with educators and students to establish administrative programs and technology training to further the development of the school.

BOARD MEMBERSHIP

Project Tutor: Academic support for students needing financial assistance.
New York City, New York

2014-2016

2GEN Equity: Providing professional and financial support to families 2 generations at a time.

Aspire Public Schools
California and Tennessee

2016-Present

Beth Hunkapiller

*1333 Pebble Drive, San Carlos, California 94070
650-592-3580 (Home) 650-533-4485 (Cell)
bethhunkapiller @me.com*

EMPLOYMENT

Kansas City Star—Journalism Intern—(Summers, 1967-1969)

Los Angeles Times—Journalism Intern—(1970-1972)

Mountain View School District • El Monte, California—(1973-1983)

- 8th Reading and English Teacher—(1973-1977)
- Assistant Principal—(1978-1983)

California Department of Education—(2009 to 2011)

- Director Charter Schools Division

EDUCATION

BACHELOR OF ARTS, ENGLISH AND POLITICAL SCIENCE—*Oklahoma Baptist University*

MASTER OF SCIENCE—*University of Southern California*

CREDENTIALS

K - 9 Standard Life Teaching—*University of California, Irvine*

Administrative Services—*California State University, Los Angeles*

RELEVANT EXPERIENCES

Founder, San Carlos Charter Learning Center

Member, San Carlos School District Board of Education—(1993 to 2013)

Member, California Advisory Commission on Charter Schools—(2002-2011)

Chairperson, California Advisory Commission on Charter Schools—(2008-2010)

Member, Aspire Public Schools Board—(2002-2010; 2012-present)

Chairperson, Aspire Public Schools Board—(2005-2010; 2012-2015)

Member, Charter Board Partners Board—(2015-present)

Member, The College Ready Promise Board —(2016-present)

James R. Boyd

6367 Shadowood Lane

Memphis, TN 38119

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(901) 483-3940 C

(901) 818-5234 W

iboyd@pyramidpeakfdn.org

EDUCATION

St. Andrews School, Sewanee, TN 1965

Vanderbilt University, Nashville, TN B.A. 1969

Inter-Met Seminary, Washington, DC, M. Div., 1977

CONTINUING

EDUCATION

Shalem Institute for Spiritual Formation

St. George's College, Jerusalem

CAREER HIGHLIGHTS

Executive Director, The Pyramid Peak Foundation

2011 to Present

- A private charitable foundation in Memphis which supports initiatives and organizations that effectively and efficiently strengthen the education, economic and social structures of Greater Memphis.

President, BRIDGES USA, Inc.

1995 to 2011

- Since 1995 BRIDGES experienced a greater than eight-fold growth and serves over 15,000 youth and adults annually in the Greater Memphis area.
- Thirty-one (31) million dollars raised for program expansion and the construction of a 55,000 square foot BRIDGES Center in Uptown Memphis.
- Received Carnival Memphis' Presidents Award of Excellence in 1998.
- Recognized by the Rotary Club in 2002 for his outstanding leadership in the community by receiving the Paul Harris Fellow designation.
- Received the Thomas W. Briggs Foundation Community Service Award in 2004.
- Honored with the G. Bradley Wanzer Jr. Award of Excellence from the United Way of the Mid-South in 2007.
- Received the Crystal Award for Outstanding Executive Leader for 2009 present by the Association of Fundraising Professionals.
- The first recipient of the Daniel Pearl Legacy Award in 2011

Staff of U.S. Senator Lawton M. Chiles (Florida)

- Legislative Assistant
- State Campaign Coordinator
 - Designed and organized the first of the statewide walking campaigns

Episcopal Priest (Retired)

- St. Mark's Episcopal Church, Washington, DC 1974 to 1977
- Cathedral Church of St. Luke, Orlando, FL 1977 to 1980
- Episcopal Metropolitan Ministry of Memphis, Memphis, TN 1980 to 1984
- Holy Trinity Episcopal Church, Fayetteville, NC 1984 to 1990
- St. Paul's Episcopal Church, Salem, OR 1990 to 1995
- Non-stipendiary supply priest in the Diocese of West Tennessee 1995 to 2012

COMMUNITY INVOLVEMENT

- Leadership Memphis, Class of 1982
- Memphis Rotary Club
- Board of Trustees, St. Andrews-Sewanee School
- Board of Trustees, St. George's Schools
- Goals for Memphis Leadership Academy
- Memphis Mental Health Association, President 1983-84
- Memphis Interfaith Association (MIFA), Board of Directors 1983-84
- S.M.A.R.T. (St. Mary's, Manassas, Alabama, Redevelopment Team), Founder
- Wolf River Conversancy
- Greenfaith Leadership Project
- Leadership Academy Masters Program 1988
- Board of Directors, KIPP Memphis
- Board of Directors, Latino Memphis
- Board of Directors, Aspire Public Schools
- Board of Directors, Green Dot Public Schools TN
- Member, Memphis City Schools/Shelby County Schools Transition Planning Commission
- Board Member, PeopleFirst
- St. Andrew's-Sewanee School 2016-2020

HOBBIES

- Bicycling
- Backpacking
- Reading
- Music
- Dancing
- Travel

JONATHAN GARFINKEL

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Belvedere, CA 94920

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jgarfinkel@alumni.stanfordgsb.org

EXPERIENCE

- 2005 – Today **TPG – Partner** San Francisco & London
- 2000 – 2003 *TPG is a leading global alternative asset manager with over \$70 billion of assets under management*
- Since 2011, have served as Director of Corporate Development; Since 2013, have served as Director of Compensation; and in 2013 Served as Director of Firm Finance
 - From July 2010 through February 2011, led the firm's investment activities in the financial services industry in the U.S., including asset management, specialty finance, depositories and insurance
 - Historically responsible for analyzing, structuring, negotiating and executing private equity investments of \$100 million to \$1 billion, with particular experience in commodity industries, retailers, transportation and distressed companies in North America and Western Europe
 - Prior Board of Director seats have include: ProSight Specialty Insurance, 2Co Energy, Aleris International and Midwest Airlines
- 1998 – 2000 **NEWBRIDGE LATIN AMERICA - Analyst** Washington, DC
- NLA was a \$300 million Latin American private equity fund sponsored by TPG and Blum Capital*
- Built financial models, wrote descriptive memoranda to the firm's investment committee and performed due diligence to evaluate prospective transactions throughout Latin America
- 1997 – 1998 **LEHMAN BROTHERS – Investment Banking Analyst** New York, NY
- Global Power & Project Finance Group, servicing electric utilities and independent power producers*
- Built financial models and provided valuation analysis

EDUCATION

- 2003 – 2005 **STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS** Stanford, CA
- STANFORD UNIVERSITY GRADUATE SCHOOL OF EDUCATION**
- MBA and MA in Education (joint-degree program)
- Co-President of Partnership for Education Club; Co-Chair of Business of Education Conference; Mentor to a 3rd grader in East Palo Alto through the *I Have a Dream* program
- 1993 – 1997 **STANFORD UNIVERSITY** Stanford, CA
- Bachelor of Arts – Economics
- Four-year varsity rower; Stanford in Berlin; Krupp Intern at Credit Suisse in Zürich

ADDITIONAL INFORMATION

- Married with four children: Madelyn (12), Oliver (10), Annabelle (7) and Samantha (5)
- Chairman of the Board of Directors of Aspire Public Schools, a leading charter school manager operating 40 schools serving over 16,000 students throughout California & Tennessee
- Member of the Stanford Graduate School of Education Advisory Council
- Former member of the Board of Directors of Education for Change, a charter school manager operating three elementary schools serving ~1,000 students in Oakland, California
- Founder of *The Skeg Club*, the alumni association of the Stanford rowing program

KAY E. HONG

1 Oak Knoll Terrace, Pasadena, CA
khong1360@gmail.com (415) 216-7577

Board Experience

- 2016 – present **ASPIRE PUBLIC SCHOOLS** **OAKLAND, CA**
One of the nation's highest performing low-income-community school systems, serving approximately 16,000 K-12 students in 40 schools across California and Memphis, TN. Chair of Audit Committee.
- 2016 – 2017 **BELK, INC.** **CHARLOTTE, NC**
\$4 billion revenue mid-range to upscale department store with approximately 300 stores concentrated primarily in the Southeastern US.

Work Experience

- 2017 – present **TORRID, INC.** **CITY OF INDUSTRY, CA**
Chief Executive Officer and Director
Lead all aspects of strategy and operations of the fastest-growing plus size women's apparel retailer in the US, with over 5,000 employees, 500+ stores, and \$600MM in annual revenues. Full top and bottom line responsibility.
- 2003 – 2015 **ALVAREZ & MARSAL NORTH AMERICA LLC** **SAN FRANCISCO, CA**
Managing Director – North America Commercial Restructuring
Equity partner and member of the Executive Committee of the turnaround and restructuring division of the market leading, premier global professional/restructuring services firm. Promoted from Senior Associate to Managing Director in 6 years. Consistent top producer in revenue and referral generation firm-wide. Extensive retail and apparel experience. Specialized in providing C-level interim management for turnarounds and restructurings as well as leading performance improvement initiatives for financially healthy companies. Awarded TMA's Large Company Turnaround of the Year Award in 2012 and recognized as one of *Turnaround and Workouts* magazine's "People to Watch" in 2013. Representative engagements include:
- **Served as Interim EVP Direct and Chief Marketing Officer of The Talbots, Inc., a \$1.2B women's specialty apparel retailer.** Responsible for e-commerce, circulation/contact strategy, database marketing, loyalty, credit card programs, and catalog operations as well as creative, visual merchandising, PR, and brand marketing. Also held dotted-line responsibility over Direct merchandising. Immediately prior, served as Talbots' Interim Chief Operating Officer, overseeing substantially all back-end functions, including distribution, logistics, customer service, IT, real estate, finance, legal, and HR. Appointed subsequent to the company's 2012 public-to-private transaction. Over the course of 2.5-year involvement, LTM Adjusted EBITDA increased ~\$145 million, with single and double-digit % comp sales increases in stores and direct, respectively; gross profit rate improved ~550 bps; and SG&A expense decreased over \$20 million.
 - **Served as Interim CEO and CRO of Harry & David, a \$400 million multi-channel, vertically integrated food gifting company.** Led both the successful operational turnaround and financial restructuring. Raised \$155 million in DIP financing, negotiated and implemented the Plan of Reorganization, which converted ~\$200 million of bonds to equity; raised \$155 million of exit financing, and achieved a distressed termination ruling and settlement with the PBGC to take over the company's pension plan. Oversaw and led operational initiatives to improve gross margins, reduce overhead, reorganize key functional areas, and improve working capital and liquidity management. Increased LTM EBITDA ~\$37 million in 11 months, with single-digit % comp sales increases in direct and stores. Reduced calendar year-end inventory and A/R by over 40%.
 - **Lead a comprehensive performance improvement engagement for a ~\$1.5 billion specialty retailer of outdoor equipment and casual apparel.** Detailed specific recommendations for improvements to pricing and promotional strategy, brand management, merchandising and sourcing operations, logistics efficiency, SG&A cost reduction and working capital management.
 - **Served as restructuring advisor to Eddie Bauer Holdings, Inc., a \$1+ billion apparel retailer.** Lead all aspects of cash forecasting, reporting and liquidity management and assisted in the DIP financing negotiations. Led the sale diligence, bid evaluation and auction process which resulted in a going-concern sale of \$286 million, an increase of over 40% from the stalking horse bid.
 - **Other notable clients included:** Spiegel, Inc., Movie Gallery, Inc., the London Fog Group, lululemon athletica, Columbia Sportswear Company, Nebraska Book Company, and the secured lenders of Oriental Trading Company and Legacy Estates Group.

KAY E. HONG

2000 – 2002 **TELEDESIC LLC** **SEATTLE, WA**

Director, Finance

Company raised over \$1.2 B in equity capital to build a global broadband satellite network. Promoted from Associate to Director (2 levels) in 1.5 years and participated in Senior Management Committee. Responsibilities included:

- *Business Planning:* Developed new Teledesic business plan based on revised system design/cost of <\$1B (from previous \$6B+). Created and presented financial models and business plan to vendors, investment bankers, prospective partners and Teledesic Board. Identified and evaluated horizontal and market opportunities, particularly government/defense and maritime. Spearheaded effort to validate key assumptions such as regional usage, demand and pricing trends, comparative economics, back office requirements and technical trades.
- *Corporate Development/Investment Analysis:* Conducted due diligence on prospective deals on behalf of Teledesic and/or Eagle River LLC (McCaw investment firm). Held primary responsibility for building financial and investment models, evaluating business cases and developing fit analysis, if required. Examined several opportunities each year including mergers, acquisitions, joint ventures, recapitalizations and growth investments.
- *Business Development/Product Development:* Developed and maintained relationships with potential distribution partners around the world. Created regional business cases and supported efforts targeting anchor vertical market customers. Crafted service strategy, customer value proposition and user specifications for core horizontal access products. Continually assessed competitive position vs. terrestrial, wireless and other satellite players. Evaluated early entry opportunities with industrial partners.
- *Finance:* Assisted in securing initial vendor financing commitment to help fund satellite construction. Conducted periodic company valuations. Supported communications with shareholders.

Fall 1998 **GOLDMAN, SACHS & CO.** **NEW YORK, NY**

Fall Associate, Investment Research

Assisted in creation of sell-side equity research of U.S. telecom services companies for institutional clients. Contributed to quarterly company reports/models, initiating reports, daily notes and industry and company analysis. Produced analyst and industry marketing materials. Analyst/team ranked #3 by *Institutional Investor*.

1995 – 1998 **SAN FRANCISCO CONSULTING GROUP** **SAN FRANCISCO, CA**
(Acquired by KPMG Consulting)

Senior Consultant, Network Strategy Group

Provided management consulting services to U.S. and international telecom industry clients. Promoted to MBA-level position in less than 2 years. Managed research analysts and lead client interactions during engagements and sales efforts. Engagements included diligence support, developing business processes and IT plans, designing network architectures and operating cost models, and evaluating market strategy and potential strategic partners.

Education

1999 – 2000 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**

Masters in Business Administration

1991 – 1995 **STANFORD UNIVERSITY** **PALO ALTO, CA**

B.S. Biological Sciences. Jordan Scholar.

LESLIE P. HUME

235 Locust Street, San Francisco, CA 94118
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PROFESSIONAL EXPERIENCE

Research Libraries Group ("RLG"), Mountain View, CA

Consultant 1991 - 1993

- Evaluated and developed special projects to make archival and manuscript materials available to scholars

Director of Development & Associate Director of Programs 1980 - 1991

- Developed funding proposals and managed foundation relations for RLG, a consortium of research universities and independent research libraries dedicated to building a comprehensive, on-line catalog of their collections and developing co-operative programs in collection development, preservation, and shared resources

Stanford University, Stanford, CA 1975 - 1977

Teaching and Research Fellow, Department of History

- Lecturer and teaching fellow in Modern European History, British History, and Women's History

VOLUNTEER EXPERIENCE

Aspire University, Redwood City, CA

Chair, Board of Directors 2015 - Present

Member, Board of Directors 2015 - Present

Aspire Public Schools, Oakland, CA

2014 - Present

Member, Board of Directors

Stanford University, Stanford, CA

Co-chair, Stanford Live Advisory Council 2013 - Present

Chair, Board of Trustees 2008 - 2012

Member, Board of Trustees 2000 - 2012

- Chair of the Committee on Academic Planning, Policy, and Management; Chair of the Committee on Development

Member, Campaign Executive Committee, The Stanford Challenge 2005 - 2011

Vice-Chair for Parents, Campaign for Undergraduate Education 2000 - 2005

Member, Parents Advisory Board 1996 - 2005

Member, Humanities and Sciences Council 1991 - 2009

Member, National Advisory Panel, Clayman Institute for Research on Gender 1990 - 2010

The San Francisco Foundation, San Francisco, CA

Chair, Board of Trustees 2002 - 2005

- Chair of the Board of one of the ten largest community foundations in the nation

Member, Board of Trustees 1994 - 2005

The Breakthrough Collaborative (formerly Summerbridge), San Francisco, CA

2000 - 2007

Member, Board of Trustees

- A national collaborative dedicated to increasing educational opportunities for motivated middle school students and encouraging talented high school and college students to pursue careers in education. Served on Executive Committee of the Board

The San Francisco Opera Association, San Francisco, CA

1988 - 2000

Director and Vice-President, Board of Trustees

- Member of the Board of Directors of the second largest opera company in the nation. Member of the Executive Committee and Chair of the Nominating and Development Committees

San Francisco Day School, San Francisco, CA

1979 - 1989, 1993-1999

Co-founder and Founding Member of the Board of Trustees

- Co-founder of San Francisco's first co-educational, K-8 private school, with 400 students. Chair of the Board of Trustees 1996-1999, Chair of the Nominating, Development and Strategic Planning Committees

Bay Area Discovery Museum, Sausalito, CA

1991 - 1997

Member, Board of Trustees

EDUCATION

Stanford University, Stanford, CA

1970 - 1979

- Ph.D, History. Major Field of Concentration: Modern Britain. Minor Fields of Concentration: Russia and Modern Europe

Radcliffe College, Cambridge, MA

1965 - 1969

- B.A., History. Magna cum laude

PUBLICATIONS

- The National Union of Women's Suffrage Societies, 1897-1914 (Garland Press, 1982)
- Ed. Victorian Women: A Documentary Account of Women's Lives in Nineteenth-Century England, France, and the United States (Stanford University Press, 1981)
- Co-editor, Garland Series in British History
- Miscellaneous reviews for journals and academic presses



Rev. Leonard Nielson
Presbytery of San Francisco
545 Ashbury St.
El Cerrito, CA 94530

**Re: Letter of Intent
Aspire ERES Academy
1936 Courtland Ave
Oakland, CA 94601**

Reverend Leonard Nielson:

Aspire Public Schools, Inc., a California nonprofit public benefit corporation ("Tenant") is submitting the following Letter of Intent to formally state our intent to renew the lease for the space referenced above. As required by Oakland Unified School District as part of the Charter Renewal process, we are sending this Letter of Intent **with request for the landlord's signature** as documentation that the "Tenant" intends to renew the existing lease with the current landlord in the Spring before the lease ends on June 30, 2019.

1. PREMISES:	1936 Courtland Ave. Oakland, CA
2. AREA:	a.All parts of 1945 High Street (aka Julia Morgan Chapel), excluding the Sanctuary and Pastor's Office. b.The basement of 1941 High Street (aka Main Building) and, c.All parts of 1936 Courtland Ave (aka White Hall Building)
3. USE:	Education - and other legal uses.
4. TERM:	Five (5) years, commencing July 1, 2019 and ending June 30, 2024
5. COMMENCEMENT:	June 30, 2024.
6. BASE RENT (based on current lease and subject to change at time of actual renewal) :	Commencing July 1, 2018, and continuing on the first day of each and every succeeding calendar



	month to and including June 30, 2019, the sum of \$8,882.75. (3%)
7. TENANT IMPROVEMENTS:	Landlord, at Landlord's sole cost and expense, shall provide a "Turnkey Basis" per a mutually agreed upon floor plan, building standards and finishes, and budget in compliance with 'E' Occupancy (the "Turnkey Work").
8. SIGNAGE:	Signage shall be at Landlord's sole cost and expense per city/county codes and within Landlord's sign criteria.
9. BUILDING HOURS:	Tenants shall have first right of occupancy during normal hours, which shall be Monday through Friday, 6:30 a.m. to 6:00 p.m. plus occasional weekend and evening use as requested in advance.
10. GOVERNMENT COMPLIANCE:	Landlord shall deliver the Building and the Premises in compliance with all applicable governmental rules, laws, statutes, and regulations including ADA, Title 24, and 'E' Occupancy standards.

Please acknowledge receipt of this LOI by providing your signature below and return the signed copy to Aspire Public Schools.

Ray Sean [Signature] *Prodytes of San Francisco*
 Signature of Landlord

9-24-18

Date

Notwithstanding any provision to the contrary contained herein, this Letter shall not constitute an agreement to negotiate and solely constitutes an outline of the terms of negotiation. Tenant and Landlord



each acknowledge and agree that each party is proceeding with negotiations related to the proposed transaction at its sole cost and expense (which may involve substantial transaction costs) and that either party may terminate negotiations for any reason, at any time, without any liability or obligation whatsoever.

Sincerely,

A handwritten signature in black ink, appearing to read "mcs", with a long horizontal line extending to the right.

Mary Cha-Caswell

Aspire Public Schools

Chief Operating Officer

510-434-5023

Mary.Cha-Caswell@aspirepublicschools.org

Appendix II:
Summary of The Charter School Data

Enrollment Count	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
K	22	22	22	21	22
1	22	23	22	21	22
2	22	22	23	21	22
3	23	22	22	23	22
4	26	26	26	26	26
5	26	26	26	26	26
6	26	26	25	26	28
7	28	28	27	24	27
8	27	28	25	28	22
Total	222	223	218	216	217

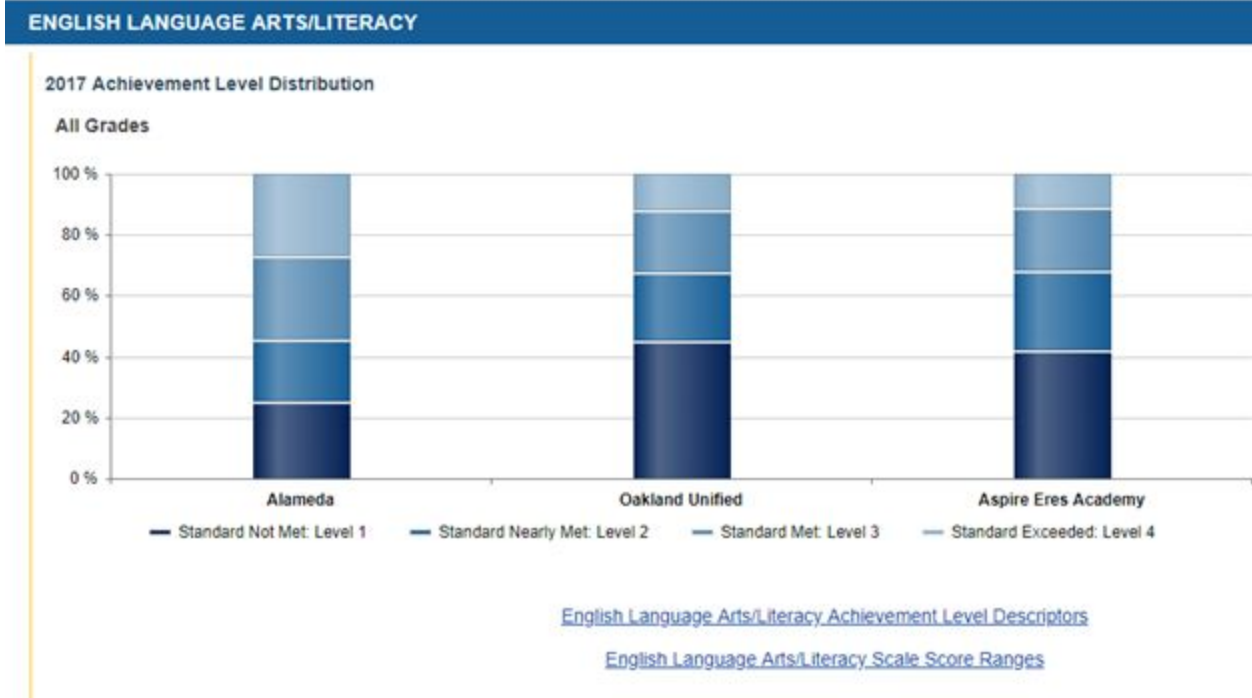
ADA	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
%	97.4%	96.3%	96.9%	96.3%	95.6%

Demographics (%)	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Asian	0.0%	0.0%	0.5%	0.0%	0.0%
Black/African American	1.4%	2.2%	2.3%	2.8%	2.8%
Hispanic or Latino	96.8%	91.5%	94.5%	95.8%	93.5%
Hawaiian/Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	1.4%	1.3%	0.9%	0.9%	0.9%
American Indian/Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%

FRL	97.3%	94.2%	94.0%	95.4%	93.1%
ELL	54.5%	58.7%	56.9%	54.6%	51.2%
SPED	10.8%	10.3%	10.6%	12.0%	13.4%

Family Survey - % of Positive Responses	Spring 2018
I am encouraged to share my opinion and feedback in the school decision making process.	67.3%
I would recommend my school to others.	83.3%
How much does the school value the diversity of children's backgrounds?	76.9%
Overall, how much respect do you think the teachers at your child's school have for the children?	84.6%

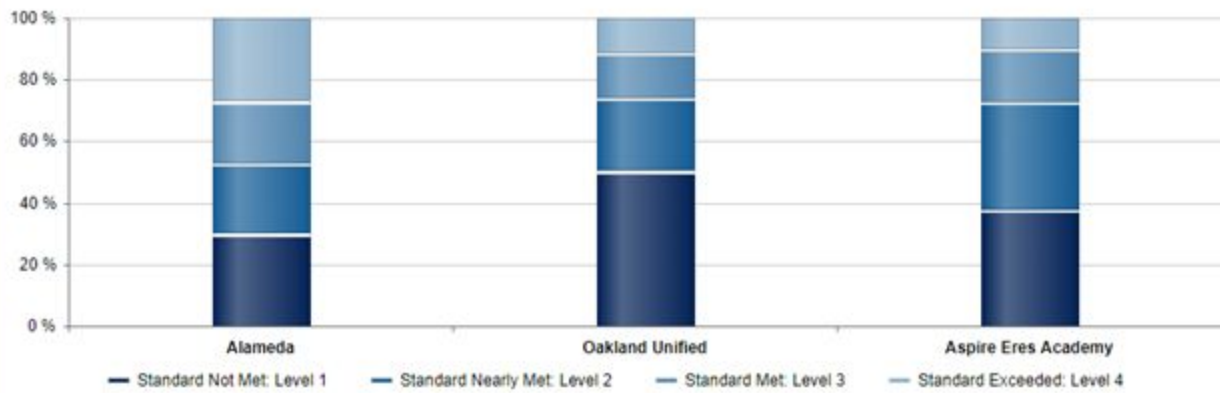
2017 SBAC Results All Grades



MATHEMATICS

2017 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

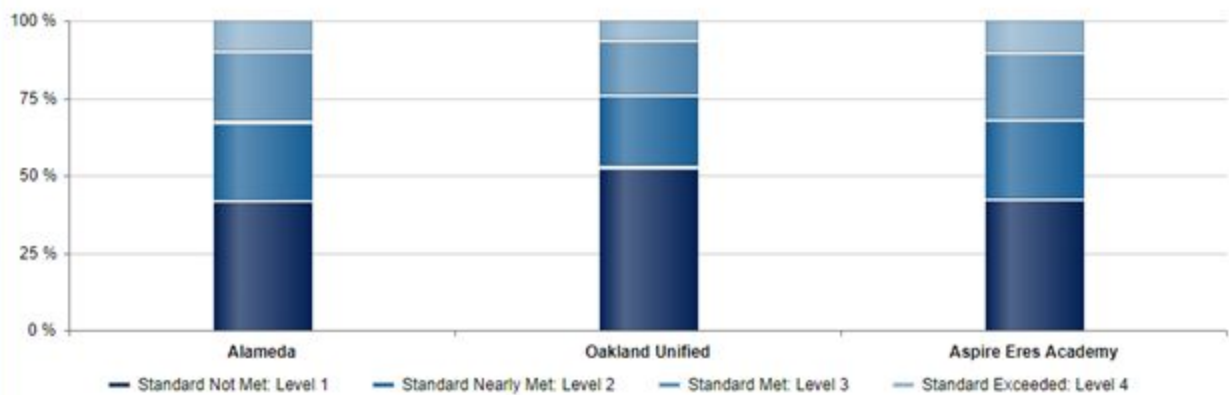
[Mathematics Scale Score Ranges](#)

Subgroup - Economically Disadvantaged

▼ Economically Disadvantaged

2017 Achievement Level Distribution

All Grades



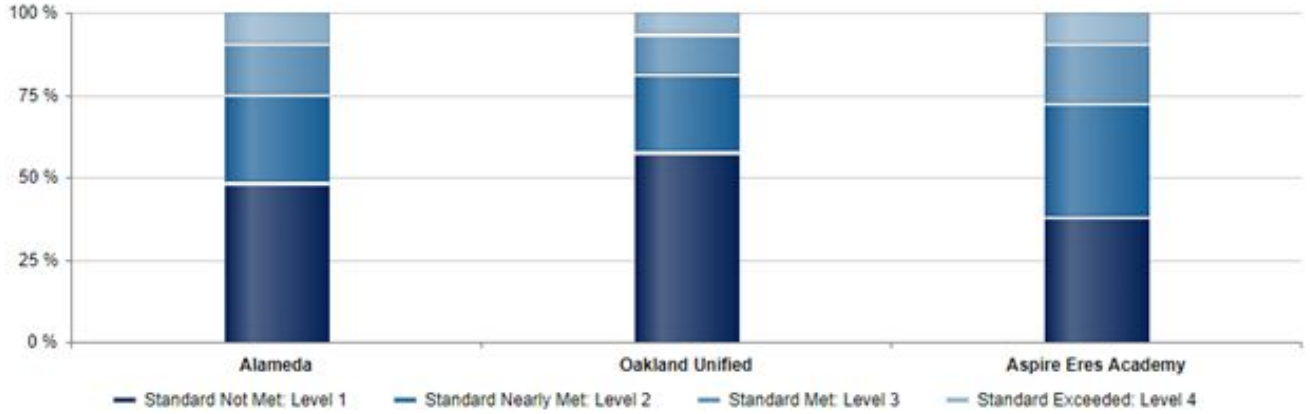
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

▼ Economically Disadvantaged

2017 Achievement Level Distribution

All Grades



[Mathematics Achievement Level Descriptors](#)

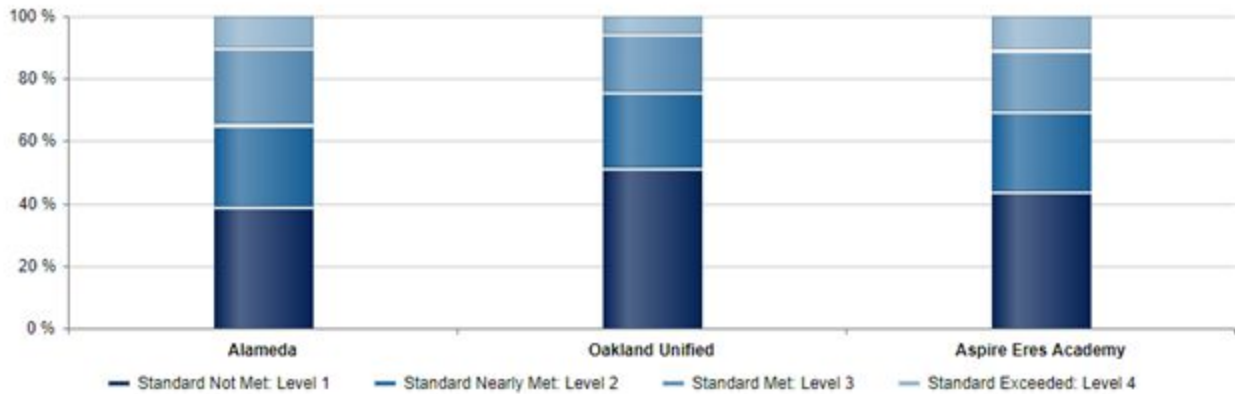
[Mathematics Scale Score Ranges](#)

Subgroup - Latin/X

▼ Hispanic or Latino

2017 Achievement Level Distribution

All Grades



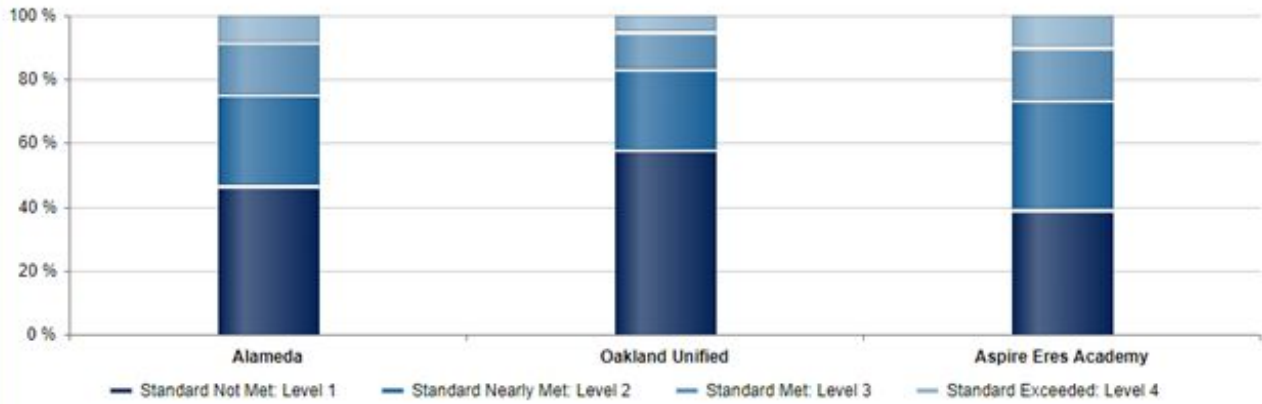
[English Language Arts/Literacy Achievement Level Descriptors](#)

[English Language Arts/Literacy Scale Score Ranges](#)

▼ **Hispanic or Latino**

2017 Achievement Level Distribution

All Grades

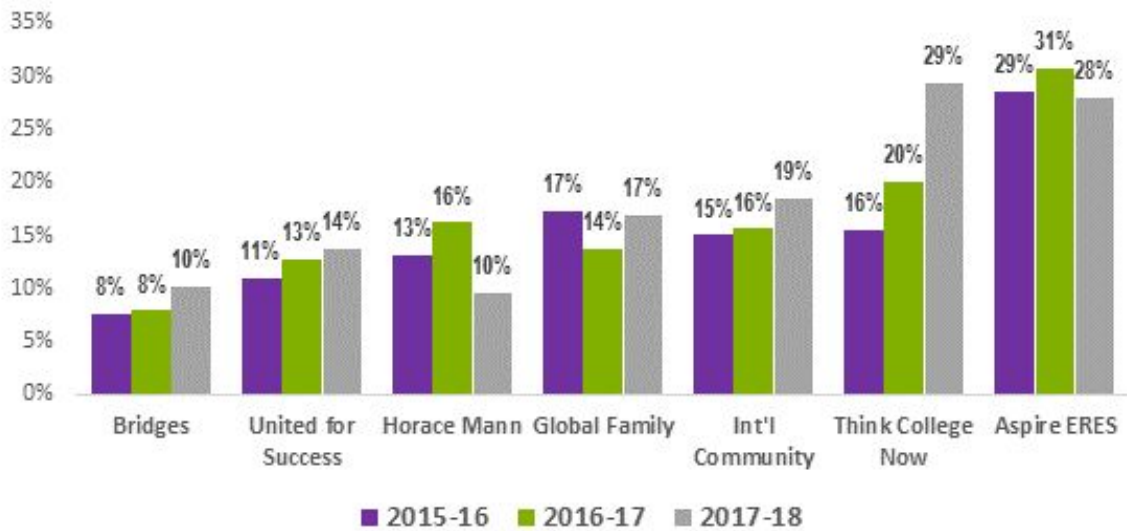


[Mathematics Achievement Level Descriptors](#)

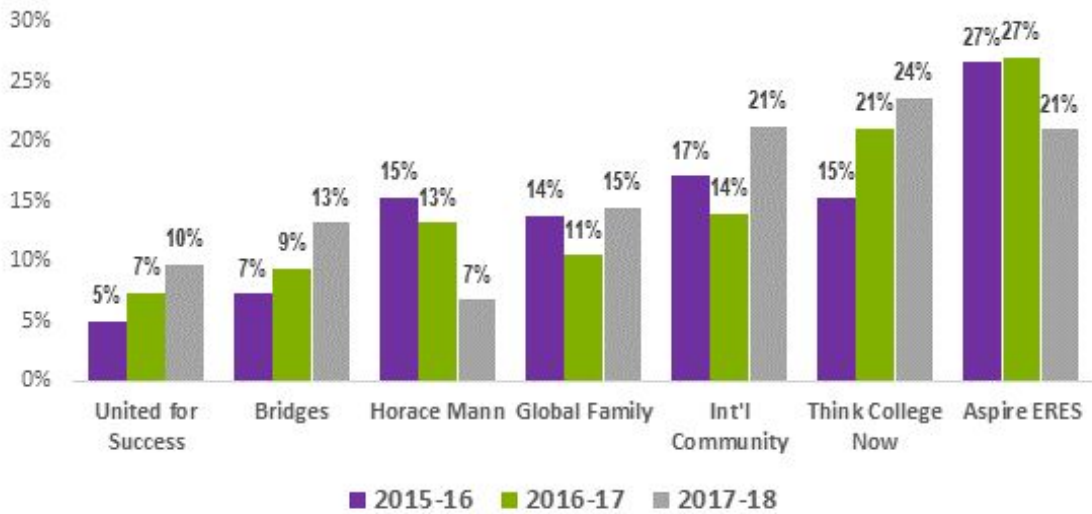
[Mathematics Scale Score Ranges](#)

Appendix III:
Similar Schools Study

Schools Within Approximately 1 Mile of ERES SBAC ELA - Standard Exceeded or Met



Schools Within Approximately 1 Mile of ERES SBAC Math - Standard Exceeded or Met



Appendix IV:
Sample of The Charter School Bell Schedule

**Teacher dismissal is after all students have been dismissed to EE or have departed school grounds, or after any after school meetings.*

All TK-5	Monday	Tuesday	Wednesday	Thursday		Friday
8:10-8:40	TK ART (TK Prep)	TK PE (TK Prep)	TK ART (TK Prep)	TK PE (TK Prep)	8:00-8:30	TK-5 TOWN HALL
8:45-9:25	2-3 INTEGRALS (2-3 Prep)	2-3 INTEGRALS (2-3 Prep)	2-3 INTEGRALS (2-3 Prep)	2-3 INTEGRALS (2-3 Prep)	8:35-9:15	TK-1 DATA MEETING
10:00-10:20	TK-K RECESS (TK PREP)	TK-K RECESS (TK PREP)	TK-K RECESS (TK PREP)	TK-K RECESS (TK PREP)	9:20-10:05	2-3 DATA MEETING
10:20-10:40	TK-K LUNCH (TK PREP)	TK-K LUNCH (TK PREP)	TK-K LUNCH (TK PREP)	TK-K LUNCH (TK PREP)	10:10-10:50	4-5 DATA MEETING
10:30-10:50	1-2 RECESS (K-2 Prep)	1-2 RECESS (K-2 Prep)	1-2 RECESS (K-2 Prep)	1-2 RECESS (K-2 Prep)	11:15-11:35	TK-2 LUNCH
10:50-11:10	1-2 Lunch (K-2 Prep)	1-2 Lunch (K-2 Prep)	1-2 Lunch (K-2 Prep)	1-2 Lunch (K-2 Prep)	11:40-12:00	3-5 LUNCH
11:00-11:20	3-5 Recess (3-5 Prep)	3-5 Recess (3-5 Prep)	3-5 Recess (3-5 Prep)	3-5 Recess (3-5 Prep)	12:00-12:10	Dismissal Duty
11:20-11:40	3-5 Lunch (3-5 Prep)	3-5 Lunch (3-5 Prep)	3-5 Lunch (3-5 Prep)	3-5 Lunch (3-5 Prep)		
12:20-12:40	TK-K RECESS (TK Prep)	TK-K RECESS (TK Prep)	TK-K RECESS (TK Prep)	TK-K RECESS (TK Prep)		Prep Minutes Totals
12:40-1:20	K-1 INTEGRALS (K-1 Prep)	K-1 INTEGRALS (K-1 Prep)	K-1 INTEGRALS (K-1 Prep)	K-1 INTEGRALS (K-1 Prep)		TK: 90
1:20-1:40	1-2 RECESS (K-2 Prep)	1-2 RECESS (K-2 Prep)	1-2 RECESS (K-2 Prep)	1-2 RECESS (K-2 Prep)		K-2: 100
1:40-2:00	3-5 RECESS (3-5 Prep)	3-5 RECESS (3-5 Prep)	3-5 RECESS (3-5 Prep)	3-5 RECESS (3-5 Prep)		3-5: 100
2:30-3:10	4-5 INTEGRALS (4-5 Prep)	4-5 INTEGRALS (4-5 Prep)	4-5 INTEGRALS (4-5 Prep)	4-5 INTEGRALS (4-5 Prep)		6-8: 110
3:30-3:40	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty		Electives: 80/115

Integrals	Monday	Tuesday	Wednesday	Thursday		Friday	Middle School Electives Options:
8:00-8:10	K-5 Morning Dance	K-5 Morning Dance	K-5 Morning Dance	K-5 Morning Dance	8:00-8:30	TK-5 Town Hall	Cooking
8:10-8:40	TK INTEGRALS (ART)	TK INTEGRALS (PE)	TK INTEGRALS (ART)	TK INTEGRALS (PE)	8:35 - 9:15	TK-1 Integrals	PE
8:45-9:25	INTEGRALS	INTEGRALS	INTEGRALS	INTEGRALS	9:20-10:05	2-3 Integrals	Art
9:30-10:25	MS ELECTIVES	MS ELECTIVES	MS ELECTIVES	MS ELECTIVES	10:10-10:50	4-5 Integrals	Yearbook
10:30-10:50	RECESS	RECESS	RECESS	RECESS	10:50-11:15	Prep	Teacher's Assistant
10:50-11:00	Prep	Prep	Prep	Prep	11:15-12:00	6-8 Town Hall	
11:00-11:20	RECESS	RECESS	RECESS	RECESS	12:00-12:10	Dismissal Duty	
11:20-12:00	Prep/Lunch	Prep/Lunch	Prep/Lunch	Prep/Lunch			
12:00-12:20	MS BREAK	MS BREAK	MS BREAK	MS BREAK			
12:20-12:40	TK RECESS	TK RECESS	TK RECESS	TK RECESS			
12:40-1:20	INTEGRALS	INTEGRALS	INTEGRALS	INTEGRALS			
1:20-1:40	RECESS	RECESS	RECESS	RECESS			
1:40-2:00	RECESS	RECESS	RECESS	RECESS			
2:00-2:10	Prep	Prep	Prep	Prep			
2:10-2:25	MS BREAK	MS BREAK	MS BREAK	MS BREAK			
2:30-3:10	INTEGRALS	INTEGRALS	INTEGRALS	INTEGRALS			
3:10-3:30	Prep	Prep	Prep	Prep			
3:30-3:40	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty			

Middle School	Monday	Tuesday	Wednesday	Thursday		Friday
8:00-9:30	1ST BLOCK	1ST BLOCK	1ST BLOCK	1ST BLOCK	8:00-8:45	BLOCK 1
9:30-10:25	ELECTIVES (MS PREP)	ELECTIVES (MS PREP)	ELECTIVES (MS PREP)	ELECTIVES (MS PREP)	8:45-9:30	BLOCK 2
10:30-12:00	2ND BLOCK	2ND BLOCK	2ND BLOCK	2ND BLOCK	9:30-10:15	BLOCK 3
12:00-12:20	BREAK (MS PREP)	BREAK (MS PREP)	BREAK (MS PREP)	BREAK (MS PREP)	10:15-10:55	ADVISORY
12:20-12:40	LUNCH (MS PREP)	LUNCH (MS PREP)	LUNCH (MS PREP)	LUNCH (MS PREP)	10:55-11:10	LUNCH
12:40-2:10	3RD BLOCK	3RD BLOCK	3RD BLOCK	3RD BLOCK	11:15-12:00	TOWN HALL
2:10-2:25	BREAK (MS PREP)	BREAK (MS PREP)	BREAK (MS PREP)	BREAK (MS PREP)	12:00-12:10	Dismissal
2:25-3:25	SSR/INTERVENTION	SSR/INTERVENTION	SSR/INTERVENTION	SSR/INTERVENTION		

3:25-3:40	<i>Dismissal Duty</i>	<i>Dismissal Duty</i>	<i>Dismissal Duty</i>	<i>Dismissal Duty</i>				
MS Advisory Assignments			MS Homeroom and SSR Assignments		MS Block Schedule			
6th Girls	Classroom	TBD	6th Grade HR	Kawi		ELA	Math	History/Science
6th Boys	Classroom	TBD	7th Grade HR	Henion	1st Block	6	8	7
7th Girls	Conference Room	TBD	8th Grade HR	Chloe	2nd Block	7	6	8
7th Boys	University Hall	TBD	6th Grade SSR	Kawi	3rd Block	8	7	6
8th Girls	Classroom	TBD	7th Grade SSR	Henion				
8th Boys	Outside/Office	TBD	8th Grade SSR	Chloe				

NON-FRIDAY MINIMUM DAYS

Integral	Monday	Tuesday	Wednesday	Thursday				
8:00-8:40	TK Art	TK PE	TK Art	TK PE				
8:45-9:25	K-1 Integrals	K-1 Integrals	K-1 Integrals	K-1 Integrals				
9:30-10:10	2-3 Integrals	2-3 Integrals	2-3 Integrals	2-3 Integrals				
10:15-10:55	4-5 Integrals	Art: 5th	PE: 5TH	Art: 5th				
10:55-11:20	Prep	Prep	Prep	Prep				
11:20-12:00	6-8 Electives	6-8 Electives	6-8 Electives	6-8 Electives				
Elementary (K-5)	Monday	Tuesday	Wednesday	Thursday				
8:00-8:40	TK Art	TK PE	TK Art	TK PE				
8:45-9:25	K-1 Integrals (K-1 Prep)	K-1 Integrals (K-1 Prep)	K-1 Integrals (K-1 Prep)	K-1 Integrals (K-1 Prep)				
9:30-10:10	2-3 Integrals (2-3 Prep)	2-3 Integrals (2-3 Prep)	2-3 Integrals (2-3 Prep)	2-3 Integrals (2-3 Prep)				
10:15-10:55	4-5 Integrals (3-5 Prep)	4-5 Integrals (3-5 Prep)	4-5 Integrals (3-5 Prep)	4-5 Integrals (3-5 Prep)				
10:30-10:55	TK Lunch	TK Lunch	TK Lunch	TK Lunch				
10:35-10:55	K-2 Lunch	K-2 Lunch	K-2 Lunch	K-2 Lunch				
11:25-11:45	3-5 Lunch	3-5 Lunch	3-5 Lunch	3-5 Lunch				
Middle School (6-8)	Monday	Tuesday	Wednesday	Thursday				
8:00-9:00	Block 1	Block 1	Block 1	Block 1				
9:00-10:00	Block 2	Block 2	Block 2	Block 2				
10:00-11:00	Block 3	Block 3	Block 3	Block 3				
11:00-11:20	Lunch	Lunch	Lunch	Lunch				
11:20-12:00	6-8 Electives (6-8 Prep)	6-8 Electives (6-8 Prep)	6-8 Electives (6-8 Prep)	6-8 Electives (6-8 Prep)				

Appendix V:
Sample of The Charter School Academic Calendar

Aspire ERES Academy 2018 - 2019 School Calendar

Aspire - Bay Area Schools

July

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

Instructional Days: 0

S	M	T	W	Th	F	S
Instructional Days: 20						
Min Days: 8						
6: First Day of School						
6-10: Minimum days/strong start						
16: Back to School Night						

January

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

Instructional Days: 12

S	M	T	W	Th	F	S
Min Days: 2						
1-14: Winter Break - No School/No escuela						
18: Admin Chat						
21: MLK Jr. Day						

August

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

Instructional Days: 20

February

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

Instructional Days: 19

S	M	T	W	Th	F	S
Min Days: 4						
7: Admin Chat						
18: President's Day						

September

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 18

S	M	T	W	Th	F	S
Min Days: 3						
3: Labor Day - No School/No escuela						
6: Admin Chat						
28: Educator PD - No school/No escuela						

March

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

Instructional Days: 21

S	M	T	W	Th	F	S
Min Days: 9						
1: Admin Chat						
25-29: Spring SLC's & Minimum days						
28: Family Math Night						

October

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

Instructional Days: 17

S	M	T	W	Th	F	S
Min Days: 7						
1-5: Fall SLC's & Minimum days						
5: Admin Chat						
8-12: Fall Break						
15: Educator PD -No school/no escuela						

April

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 11

S	M	T	W	Th	F	S
Min Days: 2						
1-12: Spring Break						
18: Admin Chat						

November

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Instructional Days: 16

S	M	T	W	Th	F	S
Min Days: 4						
1: Admin Chat						
12: Veteran's Day - No school/No escuela						
19-23: Thanksgiving Break						

May

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

Instructional Days: 22

S	M	T	W	Th	F	S
Min Days: 9						
10: Admin Chat						
13-17: SBAC Testing & Minimum days						
27: Memorial Day						

December

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

Instructional Days: 15

S	M	T	W	Th	F	S
Min Days: 7						
7: Admin Chat						
17-21: Minimum days						
20: Family Literacy Night						
21: S1 Report Cards go home						
24-31: Winter Break /Vacaciones de Invierno No School/No escuela						

June

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Instructional Days: 10

S	M	T	W	Th	F	S
Min Days: 6						
6: Admin Chat						
10-14: Minimum days						
10: Kindergarten Promotion						
11: 5th Grade Promotion						
13: 8th Grade Promotion						
14: Last Day of School						

Legend:

 School Day	 No School
 Minimum Days	 Testing Days (TBD)
 No School	 Family Events
	 First & Last day of school

Rev. 5.16.18

Appendix VI:
The Charter School's Assessment Calendar

18-19 Bay Area TK-8 Assessment Framework

Assessment Framework

The purpose of the framework is to outline our regional approach to assessment, including the required Aspire-wide and regional assessments as well as the different options sites can choose to drive instruction in each content area. Our assessment framework is grounded in research-based best practices from [Measures that Matter](#) and the [Achievement Network's resources](#). We aim to use common terminology and language to anchor our understanding of the assessment framework.

Our regional approach to assessments will be driven by the following guiding principles:

- We use and prioritize assessments that provide teachers with **actionable data** that can immediately support student learning in the classroom, including both standards-aligned assessments and curriculum embedded assessments.
- We focus on assessments that **benchmark student performance against the standards** to ensure the rigor of our instruction matches what is ultimately expected of students and use data to make strategic decisions that result in improved student learning.
- We engage in **regular data cycles to monitor progress at the student, classroom, school, and regional level** to make instructional decisions that support student learning.

Context for 2018-19 Site Assessment Implementation

As we engaged in feedback conversations with teachers and leaders, there was a consistent call for us to narrow the amount of assessment required and to place a greater emphasis on instructional assessments that teachers can use to strategically guide their instruction and meet student needs. In the 18-19 framework, there are fewer Aspire-wide and regional assessments, and there are more options for sites to choose from to formulate their assessment strategy to emphasize instructional assessments.

Each site is expected to create an assessment strategy for their site with support and consultation from the regional content team. The intent is for sites to identify the instructional assessments that teachers will focus on as part of their ongoing work, and will be the foundation for data talks and teacher collaboration.

Assessment Purposes

Purpose	Description
Instructional	<p>Instructional assessments enable educators to adapt instruction and curriculum to better suit student needs. Assessments can be used to enrich the curriculum, determine students' strengths and weaknesses, or to provide motivational or metacognitive feedback to students.</p> <p><i>Audience: Teachers and school leaders</i></p>

Evaluative	<p>Evaluative assessments are designed to help learn about curriculum or instructional choices and take specific action to improve the program. This may involve evaluating the effectiveness of a program, strategy, or teacher to improve student learning. They also allow for the development of more consistent learning expectations.</p> <p><i>Audience: School and system leaders</i></p>
Predictive	<p>Predictive assessments are designed to determine each student’s likelihood of demonstrating proficiency on end of year summative assessments.</p> <p><i>Audience: Teachers, school and system leaders</i></p>

Assessment Types

Assessment Type	Purpose	Examples
Universal Screeners	<p><i>Universal screeners will be used to:</i></p> <ul style="list-style-type: none"> • Provide diagnostic data to inform instruction at the start of the year. • Measure student progress on key foundational skills and reading levels across the year. • Identify students who need Tier 2 and Tier 3 support. 	STAR Reading
Formative Assessments	<p><i>Formative assessments will be used to:</i></p> <ul style="list-style-type: none"> • Provide feedback during instruction to adjust ongoing teaching and learning with the goal of helping students develop mastery. 	Exit Tickets Curriculum Embedded Assessments
Interim Assessments	<p><i>Interim assessments will be used to:</i></p> <ul style="list-style-type: none"> • Evaluate student learning of the content taught at given points during the school year and position teachers to make instructional decisions aligned with student needs. • Provide schools and teachers with ongoing data to assess student progress. 	Math Fall Interim
Summative Assessments	<p><i>Summative assessments will be used to:</i></p> <ul style="list-style-type: none"> • Benchmark student performance relative to what students need to be successful on SBAC. • Provide teachers, schools, and the region with ongoing data to assess whether we are on track to meet goals. 	SBAC ICA

TK-8 Assessment Overview

Assessment	Grades	Assessment Type and Purpose	Description and <i>Rationale</i>	Data Use
ELA Assessments				
SEEDS <i>Regional</i>	TK	Formative Instructional	SEEDS is a foundational literacy skills assessment that assess Phonemic Awareness, Phonics, and Concepts of Print, among other early literacy skills. It is used specifically with our TK program and our SEEDS partnership.	SEEDS data can be used to: <ul style="list-style-type: none"> ● Drive Phonemic Awareness & Phonics instruction ● Develop small group instruction for students based on individual needs ● Determine intervention for students who need additional support ● Monitor student early literacy skills development
ERD <i>Regional</i>	K-2	Formative Instructional	ERD is a foundational literacy skills assessment that assesses Phonemic Awareness, Phonics, Sight Words, and other early literacy skills.	ERD data can be used to: <ul style="list-style-type: none"> ● Drive Phonemic Awareness & Phonics instruction ● Develop small group instruction for students based on individual needs ● Determine intervention for students who need additional support ● Monitor student early literacy skills development
STAR <i>Aspire-Wide</i>	2-8	Universal Screener Instructional	STAR is intended to assess a student’s lexile reading level, which is highly correlated to student success on both SBAC and ACT, and to students’ readiness for college.	STAR data can be used to: <ul style="list-style-type: none"> ● Identify potential students who need additional reading support ● Set reading growth goals and monitor student reading growth throughout the year ● Predict student performance on SBAC
Interim Comprehensive Assessment	3-8	Summative Instructional	The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items.	ELA ICA data can be used to: <ul style="list-style-type: none"> ● Identify the types of complex texts students may need more exposure and/or practice with

(ICA) <i>Aspire-Wide</i>				<ul style="list-style-type: none"> ● Inform reading instruction to support students in accessing complex texts ● Identify student mastery with the language standards ● Predict student performance on SBAC
Math Assessments				
Fall Math Interims <i>Aspire-Wide</i>	3-8	Interim Evaluative Instructional	The Fall Math Interims will be designed by an outside assessment design company (Centerpoint) and will be aligned to to the standards covered in the scope and sequence.	Fall Math Interim data can be used to: <ul style="list-style-type: none"> ● Determine progress on standards covered by this point in the year ● Identify areas of focus for further instruction ● Evaluate the effectiveness of our instructional program
Spring Math Assessments <i>Aspire-Wide</i>	K-2	Summative Evaluative	The Spring Math Assessments will be a summative assessment measuring mastery on standards covered throughout the course of the year. In grades K-1, teachers will have the opportunity to collect ongoing data through a checklist to mitigate the time required for individual interviews.	Spring Math Assessment data can be used to: <ul style="list-style-type: none"> ● Determine student mastery of the standards ● Identify areas of focus for instruction
Interim Comprehensive Assessment (ICA) <i>Aspire-Wide</i>	3-8	Summative Predictive Evaluative	The Interim Comprehensive Assessment is an SBAC created and aligned assessment that is intended to mimic the CAT portion of the SBAC. It consists of approximately 40-50 multiple choice and short response items.	Math ICA data can be used to: <ul style="list-style-type: none"> ● Determine student mastery of the standards ● Identify areas of focus for instruction ● Predict student performance on SBAC
State Assessments				
ELPAC	K-12	Summative	The ELPAC is the new state assessment for ELL students. It will measure students' English proficiency in alignment with the CA ELD standards. Students in K and/or who have never been tested will take the initial ELPAC in the Fall. All other students will take the ELPAC in the Spring.	Will be updated in Summer 2018 once more information about the data available and reports are released.
CAST	5, 8	Summative	The CAST is the new state science assessment intended to assess the NGSS standards. Students will take the CAST in the 5th and 8th grades.	Will be updated once more information about the reporting is released by the state.

SBAC	3-8	Summative	<p>SBAC is the state assessment system that is administered to all students in grades 3-8 in both ELA and Math.</p>	<p>SBAC data is used to:</p> <ul style="list-style-type: none"> ● Measure student mastery of the grade level standards ● Measure school performance over time ● Hold schools accountable to their state accountability and LCAP metrics
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2018 - 2019 TK-8 Assessment Calendar

TK-8 Assessments						
Week	Dates	ELA		Math		Other / Notes
1	Aug 6 - 10	Welcome Back!				
2	Aug 13 - 17	BOY STAR Reading 2-12 DFA	ERD Assessment #1 K-2 DFA			Initial ELPAC (Only for students who have never taken ELPAC) Grades: K-8 Resources - Sample Tests
3	Aug 20 - 24					
4	Aug 27 - Aug 31					
5	Sept 3 - 7		TK SEEDS #1 Grade TK 8/27 - 9/14			
6	Sept 10 - 14					
7	Sept 17 - 21					
8	Sept 24 - 28					
9	Oct 1 - 5					
	Oct 8 - 12	Fall Break				
10	Oct 15 - 19					
11	Oct 22 - 26					
12	Oct 29 - Nov 2	Fall STAR Ren 2-12 DFA		Fall Math Interims Grades: 3-8 DFA		
13	Nov 5 - 9					
14	Nov 12 - 16					
	Nov 19 - 23	Thanksgiving Break				
15	Nov 26 - Nov 30					
16	Dec 3 - Dec 7		ERD Q2 & TK SEEDS TK-2			

17	Dec 10 - 14		DFA			
18	Dec 17 - 21					
	Dec 24 - 28	WINTER BREAK				
	Dec 31 - 4					
	Jan 7 - 11					
19	Jan 14 - 18					
20	Jan 21 - 25					
21	Jan 28 - Feb 1	Winter STAR Ren (optional) 2-12 DFA	ELA ICA Grades 3-8 DFA	Math ICA Grades 3-8 DFA	Summative ELPAC Grades: K-8 Resources - Sample Tests	
22	Feb 4 - 8					
23	Feb 11 - 15					
24	Feb 18 - 22					
25	Feb 25 - Mar 1					
26	Mar 4 - 8					
27	Mar 11 - 15		ERD Q3 K-2 DFA			
28	Mar 18 - 22					
29	Mar 25-29					
	Apr 1 - 5					
	Apr 8 - 12					PFT Testing Grades 5, 7, 9 Resources
30	Apr 15 - 19					
31	Apr 22 - 26	TK SEEDS #3 TK				
32	Apr 29 - May 3		CAASPP Testing			
33	May 6 - 10			SBAC 3-8 & 11		

34	May 13 - 17		ELA+Math Sample Assessment Items - Resources		K-2 Spring Assessments Grades K- 2 Assessment		
35	May 20 - 24	EOY STAR Ren & ERD Q4 K-12 DFA	CAST 5, 8, HS Science Sample Assessment Items - Resources				
36	May 27 - May 31						
37	Jun 3 - 7						
38	Jun 10 - 14						

Instructional Assessments

Standards-aligned instructional assessments are critical to [skillful instruction](#) and should be administered weekly/daily within classroom instruction. In order to best leverage data from instructional assessments, teachers should be engaging in data talks with their grade level/department team and/or with a coach regularly to analyze their data and determine how to provide feedback to students and respond to their needs.

TK-8 Math Instructional Assessment Options

Assessment	Type	Grade Level	Description	Opportunities	Potential Drawbacks
Individual Growth and Development Indicators (TK)	Screener	TK	Four 1-2 minute assessments that measure a 3-6 year old scholars numeracy concepts.	<ul style="list-style-type: none"> - Quick and easy to administer - Research-based - Aligned to ELA (TK) 	<ul style="list-style-type: none"> - Double assessing (alongside Eureka checklists/MM/EOM) - Exclusively Counting and Cardinality standards
Curriculum-Embedded Mid and End of Module	Interim	TK-8	Culminating Unit/Module Tasks evaluated on standards-aligned rubric.	<ul style="list-style-type: none"> - Curricular resources tightly aligned and backwards mapped 	<ul style="list-style-type: none"> - Almost exclusively DOK 3 items - Administration/Scoring/Norming lift
Eureka Checklists (K)	Formative	K	Checklists aligned to the rubrics generated by Eureka	<ul style="list-style-type: none"> - Limits the interview style, time-consuming end of module assessments 	<ul style="list-style-type: none"> - Need systems and additional training on how to collect ongoing data
End-of-Module Performance Tasks	Interim	K-8	PTs developed by the LA team to evaluate students abilities to demonstrate the SMPs	<ul style="list-style-type: none"> - Exposes students to different opportunities to engage in problem solving - Evaluates the SMPs 	<ul style="list-style-type: none"> - Do not provide standards aligned data - an additional assessment to score and norm around
FAST Adaptive	Screener	K-8	Computer-adaptive measure of broad math that is individualized per student but may be group administered in about 20-30 minutes.	<ul style="list-style-type: none"> - Measures growth over time - Standards aligned progress monitoring tool - Format allows for multiple item types 	<ul style="list-style-type: none"> - An additional site purchase - Has not been thoroughly vetted or piloted in our organization
Exit Tickets and Zearn Exit Tickets	Formative	1-8	1 or 2 item exit ticket narrowed on the objective for the lesson.	<ul style="list-style-type: none"> - Daily ways to measure progress towards the objective - Quick administration 	
Eureka Affirm Topic Assessments	Formative	1-8	Digital assessments by topic created by Eureka's new product, Affirm.	<ul style="list-style-type: none"> - Different formats and varied DOK levels - Pre-created and digitally scored 	<ul style="list-style-type: none"> - Technology lift - An additional purchase
Site Selected IABs	Interim	3-8	CAASPP created assessments designed	<ul style="list-style-type: none"> - Exposes students to SBAC item types 	<ul style="list-style-type: none"> - Does not provide standard-specific

			to mirror the SBAC and measure progress in a given domain (i.e. Operations and Algebraic Thinking	<i>and rigor of CCSS</i> <ul style="list-style-type: none"> - Can be taken on the CAASPP portal to give students 'at-bats' with SBAC it - ems 	<i>data</i> <ul style="list-style-type: none"> - Will need to be given at different times for different grade levels given the domain focus
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TK-5 Literacy Instructional Assessments (TK-8 sites should refer to the [6-12 Assessment Framework](#) for 6-8 Literacy Options)

Interims (Grades 3-5)

Assessment	Description	Opportunities	Potential Drawbacks
Reading Workshop End of Unit Performance Task	Culminating Unit written Performance Task evaluated by student rubric, learning progression, or SBAC PT Rubric	<ul style="list-style-type: none"> - Backwards mapped curricular resource - Multiple entry points for scoring (student checklist, learning progression, and/or SBAC rubrics) - -Teacher flexibility in how-to administer (ie- read texts aloud or independently, self-assess) 	<ul style="list-style-type: none"> - Administration decisions and scoring take time - Norming needed to look at data across classes - Loosely-aligned to standards - requires teacher lift to tag to specific standards and ensure high rigor level of student responses
Site-Selected IABs	Target-specific SBAC mini tests administered and scored in the CAASPP system.	<ul style="list-style-type: none"> - Exposes students to SBAC testing portal and item types - Cold assessment- provides data on RI/RL 10 	<ul style="list-style-type: none"> - Does not provide standard-specific data - Disconnected from instructional content
Site Selected SAP Close Reading Mini-Assessments	Close reading tests designed to illustrate the ELA/literacy shifts and expectations of CCSS.	<ul style="list-style-type: none"> - Exposes students to SBAC item types and rigor of CCSS - Cold assessment- provides data on RI/RL 10 - Embedded EL adaptations 	<ul style="list-style-type: none"> - Does not provide standard-specific data - Disconnected from instructional content

Formative

Assessment	Grade Level	Description	Opportunities	Potential Drawbacks
Curriculum Agnostic				
Close Reading Mastery	2-5	Weekly or bi-weekly close reading mastery text with text-dependent	<ul style="list-style-type: none"> - Constructed Response questions aligned to CCSS Reading Standards, 	<ul style="list-style-type: none"> - Teacher-created exemplar responses and grading takes time

Text: Written Response Questions		written response questions	<p>especially Standard 10</p> <ul style="list-style-type: none"> - Designed to illustrate the ELA/literacy shifts and expectations of CCSS - Can be administered in Google Classroom for online practice 	<ul style="list-style-type: none"> - Teacher work required to upload to online platform
Running Record	K-2 (3-5 when needed)	<p>Running records assess a student's reading progress by evaluating a student's oral reading and identifying error patterns at their reading level.</p> <p>Example TCRWP Recording Sheet</p>	<ul style="list-style-type: none"> - Quick 1:1 assessment that can be used within most texts - Provides immediate data for planning future conferences/instruction 	<ul style="list-style-type: none"> - May not utilize grade level text - 1:1 so can take a lot of time to get to everyone - Can be subjective
Fountas & Pinnell (F&P)	K-2 (3-5 when needed)	Assess a student's independent and instructional reading level.	<ul style="list-style-type: none"> - Can be used as a diagnostic to identify specific student needs, develop guided reading groups, determine needs for small group instruction, and monitor reading growth throughout the year (along with running records) 	<ul style="list-style-type: none"> - 1:1 so takes significant time - Requires norming to look at scores across classes or with different assessors (can be subjective)
<i>Reading and Writing Workshop</i>				
TCRWP Learning Progression	2-5	Grade level learning progressions outline the trajectory of learning that is visible to teachers and students, and that can be utilized as checklists.	<ul style="list-style-type: none"> - Provides grade level focus areas for mini lessons and conferences 	<ul style="list-style-type: none"> - Not aligned to specific standards - Strategies may be vague and not text dependent
End-of-Unit Performance Assessments	3-5	Performance tasks developed by TCRWP to assess standards by focusing on the skills taught throughout a unit.	<ul style="list-style-type: none"> - Practice with performance tasks and constructed response questions - Curriculum embedded and aligned to most recent unit - Warm assessment 	<ul style="list-style-type: none"> - Time consuming to administer, score, and respond to data/share feedback with students - Requires teacher identification of standards assessed for standard-specific data
End-of-unit On Demand Writing Assessment	K-5	TCRWP created on demand writing assessment.	<ul style="list-style-type: none"> - Allows teachers to evaluate how students can transfer learning from workshop to on demand writing 	<ul style="list-style-type: none"> - Time consuming to administer, score, and respond to data/share feedback with students

Appendix VII:
Aspire Public Schools' English Language Master Plan

Aspire Public Schools

English Learner Master Plan

2018-2019



ASPIRE
PUBLIC
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ENGLISH LEARNERS MASTER PLAN

Introduction

Who we are. Aspire Public Schools is a charter management organization (CMO) that operates 40 high-performing, college-preparatory public charter schools serving 16,000 students in underserved communities across California and in Memphis, Tennessee. Founded in 1998, Aspire is one of the nation’s largest open-enrollment public charter school systems serving predominantly low-income students, and delivering a rigorous College for Certain education to students in grades K-12.

Our mission is to open and operate small, high-quality charter schools in low income neighborhoods, in order to: share successful practices with other forward-thinking educators, increase the academic performance of underserved students, develop effective educators and catalyze change in public schools.

EL Vision. This EL Master Plan describes the guidelines for schools, parents, teachers and administrators for: a) maintaining compliance with Federal and state laws, b) ensuring that ELs have access to rigorous, standards-based curriculum and c) develop students’ English proficiency to support success in college and beyond.

This Master Plan reflects our broader equity vision. At Aspire we assert the following equity beliefs:

- Understand the significant difference between equity and equality. Every student deserves to receive what he/she needs to succeed (equity), not that every student receives the same amount of resources, instruction, attention, etc. (equality).
- Develop school environments where all students are actively and meaningfully engaged in rigorous instruction.
- Interrupt the “school to prison pipeline” – policies and practices that are directly and indirectly pushing the most at risk students out of school and on a pathway to the juvenile and criminal justice systems.
- Engage families as partners in meaningful ways in our work.
- Build the capacity of diverse teams that are more reflective of our students.
- Nurture an open, collaborative, and trusting environment because the work is enormous, deeply personal, emotional and often difficult.

We believe that language is the vehicle for understanding academic content and essential for all students to meet their highest potential. Access to language and literature widens perspectives, illuminates the human experience, and deepens understandings of self and others (Framework, 2015). Language proficiency enables our students to prepare for college and career goals. However, we recognize that ELs bear the additional curricular burden of learning language and content and require additional support in both explicit language instruction and content.

Aspire is committed to ensuring academic success in college and life for our EL population by utilizing evidence-based instructional methods and placing a high value on the knowledge and contributions of our EL students.

Our commitments. In service of this commitment, Aspire pairs high quality instruction using Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in the general education classroom with EL-specific methodology, provided in both a designated and integrated model. Using robust data systems for teachers, coaches, administrators and district-level staff to monitor academic progress of our ELs throughout the school year and after they have reached reclassification. We utilize interim assessments, curriculum-based assessment and walkthroughs to adjust and refine instruction. We respond to our progress monitoring with professional development for administrators, teachers and instructional assistants to help all school staff support the learning of ELs in our schools.

In accordance with the California ELA/ELD Framework (2015), we believe that by the time a student who is EL has graduated from Aspire, they have:

- developed the readiness for college, careers, and civic life;
- attained the capacities of literate individuals;
- become broadly literate;
- acquired the skills for living and learning in the 21st century

We know that ELs come to our Aspire schools from all over the world, and from within California, with a range of cultural and linguistic backgrounds, experiences and formal schooling. As educators, we must always approach keeping in mind that language develops alongside a student's cognitive development (Framework, 2015). Thus, when older students matriculate we acknowledge that these students bring funds of knowledge in their native language, have attained a level of native language literacy, knowledge of oral vocabulary, language structures that inform the learning of English.

We believe that biliteracy is an asset that deserves frequent appreciation in order to promote student competence and confidence. We believe that our ELs deserve an educational environment that honors the asset of biliteracy, utilizes data to inform the instructional program, promote student awareness and affirms home languages.

We want our ELs to experience rigorous curriculum while accessing appropriate linguistic supports, including access to projects, field trip, service activities to the extent of their general education peers. In addition, activities in their native language can also enhance feelings of inclusion and competence in the educational setting.

This master plan, an embodiment of our equity beliefs, outlines the required legal processes for assessment, designation, academic programming and reclassification of our scholars learning English..

Section 1: Initial Identification, Assessment, Parent Notification

GLOSSARY OF TERMS

The following are operational definitions from CDE that help teachers, parents and administrators understand the policies and instructional guidelines:

CALPADS: California Longitudinal Pupil Achievement Data System is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

TOMS: Test Operations Management System is a secure Web site that permits local educational agency (LEA) CAASPP (California Assessment of Student Performance and Progress) coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (Pilot 2 of embedded performance tasks); the California Science Test field test; and, for the selected LEAs, the pilot of the California Spanish Assessment. Starting with the 18-19 SY, TOMS will be used for ELPAC testing as well.

English Language Proficiency Assessments of California (ELPAC): The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

Initial Assessment: Initial identification of students as English learners

Summative Assessment: An annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

Initial Fluent English Proficient (IFEP): Student demonstrates proficiency from the ELPAC initial assessment.

English Learner (EL): A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey and who, upon initial assessment (ELPAC) and from additional information when appropriate, is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs

English Learner “At-Risk” of Becoming a Long-Term English Learner (“At-Risk”): An English learner (EL) student to which all of the following apply: (1) is enrolled on Census Day (the first Wednesday in October) in grades 3 to 12, inclusive; and (2) has been enrolled in a U.S. school for four or five years; and (3) has scored at the intermediate level or below on the prior year administration of the CELDT; and (4) for students in grades 4 to 9,

inclusive, has scored in the fourth or fifth year at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA

English Only (EO): A student in kindergarten through grade 12 for whom the only language reported on the Home Language Survey (HLS) is English or American Sign Language.

“Ever-EL”: A student who is currently an English learner (EL) or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (RFEP).

Initial Fluent English Proficient (IFEP): A student in kindergarten through grade 12 for whom a language other than English is reported on the Home Language Survey and who, upon initial assessment in California using an appropriate state assessment (currently the California English Language Development Test (CELDT)) and from additional information when appropriate, is determined to be proficient in English.

Long-Term English Learner (LTEL): An English learner (EL) student to which all of the following apply:

- (1) is enrolled on Census Day (the first Wednesday in October) in grades 6 to 12, inclusive; and
- (2) has been enrolled in a U.S. school for six or more years; and
- (3) has remained at the same English language proficiency level for two or more consecutive prior years, or has regressed to a lower English language proficiency level, as determined by the CELDT; and
- (4) for students in grades 6 to 9, inclusive, has scored at the “Standard Not Met” level on the prior year administration of the CAASPP-ELA. In addition, please note the following: (1) students for whom one or more of the required testing criteria are not available are categorically determined to be an LTEL; and (2) the assessment component of LTEL determination for students in grades 10 – 12, inclusive, is based solely on the CELDT criteria outlined above. For more information see Education Code 313.1

Reclassified Fluent English Proficient (RFEP): A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an English learner (EL) and subsequently reclassified/redesignated in California, per Education Code 313, as proficient in English.

To Be Determined (TBD): A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the Home Language Survey and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

Home Language Survey

The School administers the home language survey (HLS) upon a student’s initial enrollment into the School. The HLS is embedded within Aspire enrollment forms. Students in the country less than twelve months are given the state’s Designated Primary Language Test, the Initial ELPAC, to determine the student’s academic proficiency when tested in his/her home language.

The HLS consists of the following questions:

1. What language did the student learn when he or she first began to talk?
2. What language does the student most frequently use at home?

3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home (parents, guardians, grandparents, or any other adults)?

The school site will use the results of the HLS to determine as follows:

- English Only (EO) if the answers all of the four questions on the HLS are “English.” The student will be categorized as English Only.

or

- Possible English Learner if the answers to any of the first four questions on the HLS indicate a language other than English, or a combination of English and another language. Thus, the child will be assessed to measure his/her level of English proficiency using the Initial ELPAC. Until language classification is determined, “TBD” will be entered into the student’s profile in Powerschool.

Parents hold the right to amend their response to the HLS at any time. However, if the student has already been administered the Initial ELPAC, any changes to the HLS will not affect the student’s official language classification. If the parent amends the HLS prior to Initial ELPAC administration, the school must honor the changes made.

Transfers

Students who transfer from local district schools, private schools, out of the state or out of the country will follow the guidelines outlines below. Regardless of the sending school, all updates to student information must be entered into Powerschool by the school staff. “TBD” will be used in Powerschool until accurate information is obtained by the school, as outlined below. Regardless of the sending school, all students will be looked up in the State longitudinal data system called Cal Pads before assessing the student with the Initial ELPAC.

Transfers from other California public school districts. Student records, including the cumulative file, will be requested by the receiving Aspire school upon enrollment. Upon receipt of records, the receiving Aspire school must review all records carefully in order to determine that the student is properly placed in the appropriate instructional programs. Cumulative files will ideally include the HLS, state assessment scores, report cards, and language classification (EO, IFEP, EL, RFEP). Student information will be cross-referenced with CALPADS. School staff will meet with the parent to discuss program placement.

Transfers from private schools. Student records will be requested by the receiving Aspire school upon student enrollment. The initial identification and assessment process will be used for students entering from a private school. Student will be placed in the grade level assigned with the student age, and/or based on student transcripts. School staff will look up the student in CALPADS to verify if the student was enrolled in a public school setting at any time.

Transfers from out-of-country schools and out-of-state schools. Students enrolling at an Aspire school from outside of California or outside of the country will go through the initial identification and assessment process. Student will be placed in the grade level assigned with the student age, and/or

based on student transcripts. Staff will look up the student in CALPADS to verify if the student was enrolled in a California public school setting at any time.

Assessment - Initial ELPAC

State and Federal regulations require that if a student's HLS indicates a language other than English is used at home, the student's English language proficiency level must be assessed so that the school team can address the linguistic needs of the student within 30 days of student enrollment.

To ensure accuracy, it is imperative that all student records are verified in CALPADS prior to test administration so that students are not mis-identified. If CALPADS indicates that the student has already received the CELDT or Initial ELPAC, the student should not be re-tested unless the school site identifies a reason to do so.

Starting in the 2018-2019 school year, the ELPAC will take the place of the California English Language Development Test (CELDT). The Initial ELPAC will be used for students who have not yet taken the CELDT or ELPAC and who have not yet been classified as an English Learner. Prior to administration, teachers will be trained in administering and scoring the Initial ELPAC.

Timeline. Assessment will occur within 30 calendar days at the beginning of the school year or within 2 weeks of the student's enrollment if the student enrolls mid-year.

- Students are given the the Initial ELPAC within 30 days of initial enrollment¹
- the initial ELPAC is locally scored by the school site
- Based on the student's overall performance on the initial ELPAC, they may be classified as
 - An English Learner (EL) and must be annually assessed with the Summative ELPAC until the student meets the eligibility criteria for reclassification and is Reclassified to Fluent English Proficient (RFEP).
 - Initially Fluent English Proficient (IFEP)

Parents are notified using the initial parent notification letter (see Appendix) when the student's scores and classification are determined by the site, within 30 days of enrollment (20 United States Code (U.S.C.) Section 6312).

Assessment - Summative ELPAC

The Summative ELPAC will be used to annually assess EL students' progress towards mastery of the English language and reclassification, and will be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

The Summative ELPAC will be administered every spring between February and May until they are reclassified as English proficient.

¹ The thirty day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT (ELPAC) tested. All other students who have indicated a home language other than English will continue with annual CELDT (ELPAC) testing based upon the date last tested at the prior school of enrollment.

The four areas tested by the ELPAC are Listening, Speaking, Reading and Writing and the overall scaled score falls within levels one through four. The figure below illustrates how ELPAC performance levels correlate with the 2012 California Framework in which EL students fall within one of three performance levels, Emerging, Expanding and Bridging.² The Appendix includes descriptions for each ELPAC level and Framework Level.

EMERGING	EXPANDING	BRIDGING	
Level 1	Level 2	Level 3	Level 4

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.³

Regardless of proficiency-level, all ELs are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level. Three corresponding levels of support match each language level: substantial, moderate, and light. The

² <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

³ <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the CA ELD Standards at each proficiency level. However, the descriptors are not intended to prescribe program placement or curriculum choices; schools are encouraged to utilize multiple sources of data to develop a linguistic support program for each EL student.

Students with Disabilities

Students with disabilities will take the Initial and Summative ELPAC tests and have access to the universal tools, designated supports, accommodations, updated annually by the California Department of Education (CDE).⁴

Primary Language Assessments

Students designated as ELs on the basis of the Initial ELPAC are not automatically assessed in their primary language. On a case-by-case basis, EL students may be given a primary language assessment (i.e., Aprenda in Spanish), based on the recommendation of the school site. The purpose of a primary language assessment is to determine proficiency in content area topics in the student's home language and to guide instructional programming. Assessment, whether formal or informal, in a student's primary language can indicate a student's content knowledge, high order thinking and can serve to demonstrate a student's assets coming into the classroom.

Parental Notification of Initial Assessment Results and Program Placement

All Parents of EL students who are administered the annual ELPAC receive official notification within 30 calendar days, informing them of their child's:

- Annual English language proficiency level (provisional, then official when results become available) and how it was assessed
- Official language classification

In addition to the above, parents also receive information regarding the:

- English language proficiency level from annual assessment, and how it was assessed
- Instructional program, educational strategies, and educational materials to be used in each program
- Progress expectations for the student's program option
- Reclassification, or program exit criteria
- Instructional program for ELs with a disability (with an Individualized Education Program [IEP]) and how such program will meet the objectives of the IEP
- Expected rate of graduation for ELs

⁴ <https://www.cde.ca.gov/ta/tg/ai/elpacmatrix4.asp>

Parents of ELs and IFEP students are informed of the above information via the school's Initial Parent Notification of Language Test Results letter and the Parent Notification of Reclassification Criteria (See Appendix A). Parents are advised to contact the school if they should need additional information.

Parent Confirmation of Program Placement

After parents are informed of the initial ELPAC results, the Initial Parent Notification of Language Test Results is returned to the school with the parent's signature. By signing this letter, the parent confirms receipt of the assessment results and program placement. If the parent does not agree with the program placement or has questions regarding the assessment results, he/she may request a conference with the school administrator to discuss the information contained in the letter. The signed letter is filed in the student's cumulative record.

Parental Exception Waivers

Per EC Section 310, the requirement to place an EL in an English Language classroom may be waived with prior written informed consent, to be provided annually, of the child's parent or legal guardian. The forms are available at the school office and must be submitted to the school office. At any time during the school year, a parent may request a change in program or placement into a general education English language classroom.

The school grants the Parental Exception Waivers unless the school principal and educational staff has substantial evidence, such as formal assessments, that the alternative program would not be in the best interest of the child. If a waiver is denied, the reason is documented and provided to the parent in writing. Parents may appeal the school's decision by contacting the Vice President of Education at Aspire Public Schools in writing.

Annual Language Classification/Status

Parents of ELs are notified each year of their child's current language classification along with the annual assessment results. A student remains an EL until he or she has met the criteria for reclassification.

Section 2: Instructional Program

Introduction

This section of the master plan will describe how Aspire schools will adopt curricular and programmatic strategies to support EL students' mastery of the English language, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS) and access to college and career readiness. 2012 ELD standards were written to correspond to the Common Core ELA standards, and highlight and amplify the critical knowledge about language and skills required to reach the rigor of the new CCSS standards. A major difference from the previous State ELD standards, is that the new 2012 Framework requires fewer, clearer and higher targets for EL students.

ELs deserve engaging, meaningful and relevant, and intellectually rich and challenging learning activities across curriculum and throughout the day. These learning experiences must be appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds content knowledge and academic, values and builds on primary language and culture and other forms of primary knowledge.⁵

It is critical that all educators hold a belief in the academic and cognitive potential of each language learner, acknowledging the marriage of language acquisition and the rigor of CCSS and NGSS. In the spirit of this 'marriage,' the 2012 Framework and ESSA goals demand that our ELs meet high levels of achievement as well as master the English language.

As such, this section will also address the criteria and procedures for reclassifying students as Redesignated Fluent English Proficient (RFEP).

Student Achievement Goals & Accountability

In accordance with federal ESSA requirements, the achievement of ELs will be annually reported to the state and published as part of the CDE California Dashboard. The English Learner Progress Indicator (ELPI) measures the percent of EL students who are making progress towards language proficiency and the number of ELs who were reclassified from EL to RFEP in the previous year

In addition to the ELPI measures, Aspire sites are required to track academic achievement and reclassification as a requirement of LCAP.

1. Academic Achievement – ELs must show evidence of academic achievement at the same rate or higher as measured by Aspire-made assessments and benchmarks, StarRen, ICA Assessments, Eureka Math Interims for K-8, and the California Common Core State Standards Assessment (SBAC). Each school's individual charter and LCAP provide specific growth targets.

⁵ ELD Framework for California Public Schools, (2014)

2. Reclassification- All English Learners who meet established criteria are reclassified and their progress is monitored for up to 4 years.

English Language Development (ELD) Placement and Instructional Design

Support for English Learners varies as much as the individual student. English learners' needs can vary based on age, grade, native language, language proficiency levels and quality of previous schooling, but each child also brings unique strength to meet those needs. By having a common understanding of students' needs and the goals for all students, the school provides a needed consistent program no matter the adult working with a child.

The tenets of the Aspire ELD program include these guiding principles:⁶

- The priority for instruction is language learning and exploration.
- Upon frequent analysis of formative and summative data, students are grouped by proficiency level. Data includes: Star Ren, DRA, SBAC, Eureka Math module assessments, Interim assessments, EL Achieve end-of-unit assessments, writing samples, oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency.

Students are placed in the appropriate English Language Development (ELD) program based on assessment data from CELDT, ELPAC, SBAC and Aspire-wide assessments. Student placement can change throughout the course of the school year based on progress monitoring or by parental waiver.

Aspire schools provide a general education English instructional placement for all ELs, taught by staff with the appropriate authorization to each ELs.

ELD is the catch-all term that describes all instructional supports for English learners. The purpose of ELD instruction is to advance English learners' knowledge and use of English in increasingly sophisticated ways.⁷

ELD instruction both embedded into grade level standards and includes explicit language instruction tied to the ELD framework (2014). Current research evidence indicates that providing explicit ELD instruction is valuable for ELs, and there is evidence that ELD instruction should include interactive activities that require critical thinking and collaboration among students.⁸ Further, EL instruction should build upon the funds of knowledge within students and apply culturally relevant activities based on student interests.⁹

⁶ Susana Dutro's English Language Development Sheltered Instruction Observation Protocol

⁷ Improving Education for English Learners: Research-based Approaches (CDE, 2010)

⁸ Van Lier, L. and Walqui, A. Language and the Common Core Standards (2012???)

⁹ Noguera, P. (2012) taken from

<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/342/2016%20mpi/Powerful%20Practices-%20ELLS%20V2.pdf>

The tenets of a high quality program include these guiding principles¹⁰

- The priority for instruction is language learning and exploration.
- Upon frequent analysis of formative and summative data, students are grouped by proficiency level. Data includes: Star Ren, DRA, SBAC, Eureka Math module assessments, Interim assessments, EL Achieve end-of-unit assessments, writing samples, oral language samples.
- Language tasks are relevant to students and applicable to the real world.
- Provides a systematic method for language instruction based on the 2012 ELD standards to address gaps in language proficiency, including foundational reading.

Integrated ELD is regular class time where teachers with ELs in their classrooms use the 2012 **ELD** Standards in tandem with the focal standards—Common Core State Standards for ELA/Literacy and mathematics, or CA Next Generation Science Standards for Science.

Designated ELD is a protected time during the regular school day when teachers use the 2012 **ELD** Standards as the focal standards. This allows students to develop critical English language skills, knowledge, and abilities needed for content learning in English.

All ELs participate in **Integrated ELD**, which occurs in all core content areas during core instruction and taught by credentialed staff with EL authorization. Language objectives, vocabulary supports and formal and informal language practice engages English learners with their non-EL peers through collaboration, interpretation and production of the English Language.

English Learners at all levels also participate in a **Designated ELD** program. At Aspire, we have adopted the EL Achieve® curriculum for Designated ELD, which include daily lessons in ELD ranging from 20-60 minutes, taught by a teacher holding EL authorization. In the elementary schools, these ELD lessons occur in a small group setting within the general education classroom. In the secondary setting, these ELD classes are built into the master schedule and reported on transcripts as *Academic Literacy*. The following sections describe our two programs in greater detail.

Designated ELD

As stated in the CDE ELD Framework, “designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards...” Aspire adheres to this philosophy by offering Designated English Development during the regular school day at all of its schools.

TK-5th Grade. In Transitional Kindergarten (TK) through 5th grade all general education teachers with ELs in their classroom provide a 20-60 minute block of designated ELD instruction daily. Students are grouped based on grade-level or grade-span, and then further grouped language proficiency level. Students are grouped within one level of their proficiency level. Schools utilize lessons based on ELD

¹⁰ Susana Dutro’s English Language Development Sheltered Instruction Observation Protocol

Standards. In Los Angeles, the EL Achieve® is utilized during this time and focuses on structured student talk, giving language learners opportunities to build speaking and listening abilities in the English language.

Student progress is monitored through formative and summative assessments. For example, EL Achieve® includes end-of-module assessments that provide formative progress on listening, speaking, reading and writing domains. Teachers analyze assessment data to provide differentiated learning targets and supports within each proficiency level. For example, students at the late stages of the emerging level are taught more advanced vocabulary and language frames than students at the early stages of the emerging level within the same designated ELD class. Supports are given and removed according to a student's proficiency within that level.

Progress of ELs on internal Aspire assessments in ELA and Math helps sites and the regional office determine if ELs are making adequate progress on CCSS grade level content.

Secondary. In 6th through 12th grade, Designated ELD is built into the schools' master schedules, taught by teachers with proper authorization and often students receive letter grades for the courses. The overall goal of our EL program in secondary, whose student population is mainly comprised of Long Term English Learners (LTEL)s and the occasional Newcomer, is to a) reclassify students as RFEP and b) to prepare students to fully participate in the A-G courses and to graduate from high school prepared for college level coursework and careers.

At minimum, students at all ELD levels are programmed into a designated ELD course called Academic Literacy. These Academic Literacy courses correspond to EL level with students are grouped within one level of their proficiency; curriculum and lessons are based on the ELD standards, and include opportunities to speak informally and using academic language. The focus on secondary designated ELD is how language works within the content areas. Designated ELD classes do cover content area topics and vocabulary. Curriculum tools can include Study Sync ELD guides aligned to ELD standards, and the state-adopted programs such as English 3D, APEX literacy program. In addition, teacher-made lessons with a focus on oral language development supplants the standards-based instruction from the other courses in the students' schedule.

During the quarterly data review, EL students' progress is measured against Aspire reclassification criteria. In addition, progress of ELs is monitored through analyzing subgroup data on Aspire interim assessments in Math and ELA. Data analysis indicates which students may be on track to reclassify, and which students may need additional supports and scaffolds to master language in the content areas.

Integrated English Language Development

All EL students in TK – 12th grade participate in Integrated ELD in which students fully participate and access the general education curriculum using CCSS standards. In Designated ELD the focus is the ELD standards. However, in Integrated ELD, the curricular focus is the CCSS or NGSS standards. As outlined by the State, Key components of Integrated ELD include:

“effective instructional experiences for ELs throughout the day and across disciplines, are interactive and engaging, meaningful and relevant and intellectually rich and challenging, are appropriately scaffolded in order to provide strategic support that moves learners toward independence, builds both content knowledge and English value and builds on primary language and culture and other forms of prior knowledge.”¹¹

Academic understandings and skills are underpinned by language, both in terms of understanding concepts and procedures that are subject-specifics.¹² To supplant the curriculum with language instruction, educators integrate research-based strategies¹³ such as:

- Realia: real objects and materials
- Manipulatives: drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps
- Visuals: study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents
- Graphic organizers: matrices, Venn diagrams and webs
- Planned opportunities for interaction between all individuals in the classrooms: creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience
- Embedded language instruction while students are learning content
- Opportunities for learning that are meaningful and relevant
- Explicit instruction of key vocabulary and cognates
- The use of Word Walls and anchor charts in every classroom
- Scaffolding text, such as anticipatory pre-reading of text
- Daily use of leveled reading material during Reading Workshop
- Accountable Talk framework teachers explicitly model the type of language students are expected to use, providing appropriate supports for ELs, such as sentence starters, word banks and leveled questions.
- Primary language support as needed.

English Language Arts

¹¹ ELD Framework (2014), Chapter 2, Figure 2. California Department of Education.

¹² Van Lier, L. & Walqui, A. (2011). Language and the Common Core. *Understanding Language*. Stanford University.

¹³ Rubenstein & Avila (2006). Connecting with Latino Learners. *Educational Leadership*. 23(5) pp38-43. Taken from URL: <https://eric.ed.gov/?id=EJ745490>

Specific strategies are used to support English Learners as they tackle the CCSS in Language Arts¹⁴ and the ELD Standards. The school provides instruction in units of study to assist students in building vocabulary. Different sources on one topic help build context and accelerate vocabulary acquisition. To support writing, students are exposed to different types of writing, assignments are meaningful to the student and assessment is focused on content and not only mechanics. Speaking and listening for English learners requires instructional strategies such as academic discourse, Think-Pair-Share and extensive collaboration.

Teachers support students in accessing complex texts through building background knowledge, explicitly teaching academic vocabulary, and teaching metacognitive strategies for understanding texts. Teachers engage students in the close reading process to first read for clarity and address misconceptions, understand what the author is saying and why, and to integrate their understanding with other texts and topics. English learners are supported through the use of texts that capitalize on their background knowledge and experiences. Academic instruction techniques are implemented such as Marzano's 6 steps for vocabulary acquisition as well as frequent opportunities to practice the language in context with structured oral language activities. Instruction is embedded in content units in which students have repeated exposure to content vocabulary over time. Teachers also utilize Guided Language Acquisition Design (GLAD) or Constructing Meaning (EL Achieve) strategies where applicable in supporting students as they work toward mastery of the grade level common core state standards.

Mathematics

During mathematics instruction, the overall focus is on mathematical thinking and not accuracy in language. This oral discourse is key for ELs as noted in the ELA/ELD Framework. Just as teachers focus on meaningful and engaging activities designed to build content knowledge before strategically delving into specifics about the language of this content, the CA ELD Standards are organized with the focus on meaning and interaction first and the focus on knowledge about the English language and how it works afterward.

This meaning making takes place during Student Debrief, Closing, or Problem Solving. Mathematical vocabulary is taught within the context and not in isolation. Finally, the software used in our blended learning program (i.e., Dreambox, TenMarks) allows students to manipulate models and hear feedback orally in a differentiated way.

When learning new concepts, students are given functional language frames and academic vocabulary to enable them to use the language of the standard in their discussions with each other. Students explore concepts first through 3-D models and manipulatives followed by pictorial representations and

¹⁴ Language Demands and Opportunities in Relation to Next Generation Science Standards for ELLs: Helen Quinn, Okhee Lee, and Guadalupe Valdes;

Mathematics, the Common Core, and Language: Judit Moschkovich;

Realizing Opportunities for ELLs in the Common Core English Language Arts and Disciplinary Literacy Standards: George Bunch Amanda Kibler, and Susan Pimentel (the articles can be found here: <http://ell.stanford.edu/papers/practice>)

finally symbolic expression and algorithms. Mathematical problems involve real-world scenarios that are meaningful and relevant to students and their communities. Students engage in problem solving sessions 1-2 times per module in which they are required to collaborate with others, explain their thinking with evidence, and build upon and challenge the ideas of others. During this time, teachers support ELs with the Interacting in Meaningful Ways ELD standards, giving them visual supports and language frames as needed to strengthen their discussions. Students are encouraged to prove their solutions to others using a variety of methods and models. Comparative discussions of the strategies used in the classroom give students increased opportunities to deepen their conceptual understanding.

One practice used in many Aspire integrated ELD math lessons is the Three-Phase Lesson strategy,¹⁵ which increases student independence with solving word problems. In this strategy, students engage in a process in which they 1) read to understand the story, 2) read to understand the math, and 3) read to make a plan. Between each read, students are provided with sentence frames (as needed) to appropriately ask and respond to questions through structured student-to-student discourse protocols. The Three-Phase Lesson allows students to engage with the language demands of a rigorous, grade level problem while solving it.

Next Generation Science Standards (NGSS)

Integrated instruction in science involves support through extensive models and diagrams. This strategy allows learners to describe functions and relationships before acquiring the technical vocabulary. Additionally, English Learners have extensive academic discourse to build their ability to reason orally before moving onto written. As ELs progress along the ELD continuum, teachers can adjust the level of support they provide students in the academic vocabulary of science. Finally, examples of journal, reports and other written assignments along with opportunities to revise language supports learners as they master the Next Generation Science Standards.

Students engage in inquiry-based learning as their teachers take them through 5E lesson plans. In this method, students engage in hands-on experiences and build their schema around a topic at the start of each unit. Inquiry lessons connect to real-life issues that are relevant to students and their communities. Repeated exposure to the same topic over an extended amount of time support students with learning related vocabulary terms within that discipline. As part of the inquiry process, students collaborate, ask and answer questions, and challenge the ideas of other students. They are required to closely read scientific texts and use evidence to support their conjectures. Teachers provide supports to students as needed based on their level of proficiency. These might include reading a text aloud to students, providing additional language frames and models, or providing additional visual supports (e.g. GLAD and Constructing Meaning strategies). By using the inquiry method, EL students engage in productive academic struggle which will simultaneously support the development of their proficiency in English.

¹⁵ <https://achieve.lausd.net/Page/11671#spn-content>

Social Studies

Schools build the competence of students in ELD and content aligned with the Common Core State Standards for History-Social Science. This preparation includes practice with academic discourse, units of study, extensive use of maps and graphic organizers.

Social studies is taught within content units of study that last approximately six weeks. During this time, students learn the language of a topic through reading multiple texts on the same topic. Students are exposed to first- and second-hand accounts, including primary and secondary documents, of historical events through a variety of genres. Throughout the units of study, students participate in structured language practice while receiving constructive feedback from their teacher and peers. Students may participate in culminating projects in which they demonstrate their understanding through an artistic, written, or oral presentation for an audience. EL's receive supports as needed, including differentiated levels of texts, functional language frames, and visual supports.

Long Term English Learners (LTELs)

The state defines Long Term English Learners (LTEL)s as students who have been in school in the US longer than five years (i.e., in the sixth year of schooling) and have not met the criteria for reclassification. Many LTEL students have strong social language, however require more intensive and individualized services to access the academic language demands of secondary content. LTELs are more likely to be in middle and high schools, struggle academically, less likely to be engaged in school and less likely to graduate from high school.¹⁶ In order to meet the needs of these learners, Aspire creates dashboards to make identification of long term English learners easier for teachers. A screenshot from our data portal is below.

¹⁶ Olsen, L. (2014). Understanding the Needs of Long Term English Learners: A Guide for Educators. NEA Policy Brief. Taken from : https://www.nea.org/assets/docs/15420_LongTermEngLangLearner_final_web_3-24-14.pdf

E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
LanguageFluencyCode	IsSpecialEd	DailyAttendanceYTD	AbsencesYTD	TardiesYTD	SuspensionsYTD	IncidentsYTD	SBAC_ELA_PrevYr	SBAC_ELA	SBAC_Math_PrevYr	SBAC_Math	CELD1_PrevYr	CELD1	STAR_PrevYr	STAR_1	STAR_2	STAR_3	STAR_4	DRA_PrevYr	DRA_1	DRA_2	DRA_3	DRA_4	
EO		100	0	15			4		3				1306	1327	1334	1317							
RFEP		98	4	16			3		1				1066	1183	908								
EO		99	2	7			3		1				663	878	900								
EO	Y	98	4	19			1		1				754										
EO		93	12	8					2				587	773	684	692							
RFEP		96	7	26									717	695	640	909							
IFEP		98	3	5			2		2				925	908	1159	982							
RFEP		96	6	8			4		4				1249	1306	1314	1258							
RFEP		94	10	66			3	3	2	2			592	617	618					50			
EO		90	16	31			3		1				923	788	548								

EO		91	14	123			1						981	1100	1165	955							
EL		100	0				1	2	1	1		Early Int/Intermed	285	322	300	334			34	38	40		
RFEP		99	1	8									912	838	994	977							
RFEP		98	3	1			4	4	4	4			845	935	896	975	1169		80	70	80		
EO		96	7				3	4	2	3			600	711	740	773			40	50	60		
EO		96	6	36	1	4	2		3				627	913	556	780							
EO		92	13	9			3		3				1134	912	961	1138							
RFEP		95	8	17									672	876	806	907							
EO		98	4										415	467	685	737							
EO		97	5	30	2								887	960	869	1104							
EO		96	6	4				4		3			940	1209	1215	1132							
EO	Y	96	7	6				1		1			479	585	405	514							
IFEP		99	2	70			1	1		1			698	635	836	747							
EO		99	2	8									875	756	1005	717							
EO		100	0	2			2	3	1	2			369	557	570	655							
EO	Y	97	5	20	1		1	1	1	1			92							18			
EO	Y	99	2	8																			
EO	Y	100	0	22			1	1	1	1			415	309	391				38				

Once identified, teachers make significant adjustments in their instruction. These strategies identified as being effective for long term English Learners include:

- Specialized small group instruction or separate classes for long term English learners
- Explicit language and literacy development across the curriculum
- A flexible RtI process that makes sure students are progressing or getting additional supports
- A focus on engagement and study skills during Advisory

Intervention specialist teachers and Deans of Instruction monitor the progress of LTEL students throughout the year to ensure that they are making adequate progress towards standards, pass classes and stay engaged in school. The ultimate goal is for our LTEL population to reclassify, to ensure their engagement in school and boost their self-efficacy and to actualize their pathway to college.

Newcomers

A newcomer as defined by Aspire is a student enrolled in a US school fewer than two years and whose language proficiency falls in the Emerging or Expanding category, per the Initial ELPAC assessment. Students brand new to the country and/or English have unique and personal needs; they may have limited literacy or formal schooling in their native language or may have extensive educational

experiences in their native language. Great care must be taken to acculturate these students into life in the US and California. Research on students new to the country identifies five important elements for their success¹⁷. Aspire schools implement the following for newcomer students:

1. Formal and informal data collection – In addition to the Initial ELPAC, a formal assessment, students may experience informal assessment such as observations, interviews, work samples so that educators can ascertain their language ability and content knowledge in their home language
2. Warm and welcoming environment – School personnel find a staff member who can speak with the student and parent in their home language in order to explain EL policies, programming and make the student feel comfortable in the new school setting.
3. Heterogeneous Grouping - Because our schools are small, newcomers in general education classrooms with students at varying levels of language acquisition, peers model the use of English in instructional and social settings. Peer buddies may provide translation if appropriate.
4. Extended Instructional Time - All of our schools run longer school years and longer school days. Additionally, after school program can include support for English Language Development for all newcomers.
5. Targeted Resources for Language and Literacy Development - Newcomers receiving supplemental designated ELD and other supports via their Personalized Learning Plan use ELD curriculum such as APEX or Rosetta Stone. This curriculum includes specific programs for newcomers. Teachers providing the support receive the appropriate professional development.

Progress Monitoring

English Learners have the same thorough ongoing assessment as all of our non-English Learners. This is primarily done through our Multi-tiered support system (MTSS) team and our cycles of inquiry.. The school-site RtI team meets on a monthly basis to determine any students who may not be making adequate progress. They analyze data by subgroups and look for any students requiring intervention. These supports are then provided in the classroom or a small group setting outside of the classroom.

In addition, Aspire’s Data and Assessment team at the home office developed a student progress monitoring dashboard that allows school sites to continuously monitor the progress of their EL students achievement on SBAC, ELPAC, Star Ren, DRA, and other criteria that affect the outcome of students. A screenshot of the Dashboard is provided below:

¹⁷ *Research-based Recommendations for Serving Adolescent Newcomers*, Center on Instruction, 2006.

E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
LanguageFluencyCode	IsSpecialEd		DailyAttendanceYTD	AbsencesYTD	TardiesYTD	SuspensionsYTD	IncidentsYTD	SBAC_ELA_PrevYr	SBAC_ELA	SBAC_Math_PrevYr	SBAC_Math	CELDT_PrevYr	CELDT	STAR_PrevYr	STAR_1	STAR_2	STAR_3	STAR_4	DRA_PrevYr	DRA_1	DRA_2	DRA_3	DRA_4
EO			100	0	15			4	3					1306	1327	1334	1317						
RFEP			98	4	16			3	1					1066	1183	908							
EO			99	2	7			3	1					663	878	900							
EO	Y		98	4	19			1	1					754									
EO			93	12	8				2					587	773	684	692						
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RFEP			96	6	8			4	4					1249	1306	1314	1258						
RFEP			94	10	66		3	3	2	2				592	617	618			50				
EO			90	16	31			3	1					923	788	548							

EO			91	14	123		1							981	1100	1165	955						
EL			100	0			1	2	1	1		Early Int	Intermed	285	322	300	334		34	38	40		
RFEP			99	1	8									912	838	994	977						
RFEP			98	3	1		4	4	4	4				845	935	896	975	1169	80	70	80		
EO			96	7			3	4	2	3				600	711	740	773		40	50	60		
EO			96	6	36	1	4	2	3					627	913	556	780						
EO			92	13	9		3		3					1134	912	961	1138						
RFEP			95	8	17									672	876	806	907						
EO			98	4										415	467	685	737						
EO			97	5	30	2								887	960	869	1104						
EO			96	6	4			4	3					940	1209	1215	1132						
EO	Y		96	7	6			1	1					479	585	405	514						
IFEP			99	2	70		1	1	1					698	635	836	747						
EO			99	2	8									875	756	1005	717						
EO			100	0	2		2	3	1	2				369	557	570	655						
EO	Y		97	5	20	1	1	1	1	1				92						18			
EO	Y		99	2	8																		
EO	Y		100	0	22		1	1	1	1				415	309	391				38			

Redesignation Procedures & Reclassification (Exit) Criteria

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

State Criteria	<u>'18-'19 Aspire Policy</u>
Assessment of English Language Proficiency	Using ELPAC: <ol style="list-style-type: none"> Overall score of Level 3 (or higher) Oral Language score and Written Language score of Level 3 (or higher)
Teacher Evaluation	Teacher (ELA teacher in upper grades), agrees the student should be reclassified based on classroom evidence of academic performance

Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	Scored at or above on <u>one</u> of the following academic indicators (see table here for academic indicator cut points by grade): <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. One level below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. Below Grade Level on STAR Ren (Grades 2-12) or lexile of -104 for K and 1

After receiving the ELPAC results each year, the Data & Assessment team at Home Office generates a list of possible students for redesignation based on these criteria. Parents are notified by school sites and given the option to review and express an opinion on redesignation.

After a student is redesignated as RFEP, student achievement is reviewed by the Response to Intervention team every six to eight weeks. Formal assessments happen each year with a review of the student achievement of reclassified students. Reclassified students must be monitored for continued progress for 4 years.

Reclassifying English Learners with Disabilities

An EL student with a disability may be reclassified as RFEP using the guidance below. The IEP team must consider how the EL student would compare to another student with a similar disability who is not identified as EL.

State Criteria	'18-'19 Aspire Policy
Assessment of English Language Proficiency (ELPAC Test Results)	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Home Office Recommendation: Score at Somewhat Developed (Level 2) Overall (to be modified by IEP teams based on student's disability)</p>
Teacher Evaluation	<p>Ed Specialist and ELA/ELD teacher agrees the student should be reclassified based on classroom evidence of academic performance</p>
Parent Opinion and Consultation	<p>Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified</p>
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability. The range of criteria offered below aims to give students with disabilities several options for demonstrating ability.</p> <ol style="list-style-type: none"> 1. Nearly Met level (Level 2) or higher on the ELA SBAC. 2. Nearly Met level (Level 2) or higher on the ELA ICA 3. Two levels below DRA/F&P independent grade level cut off. For K-1 EOY DRA, kinders and 1st graders can be 2 levels below (scoring 2 and 12 and above, respectively). 4. STAR Ren level at the average of an English Only student with a similar disability, see table 5. The IEP team can use results from another valid and reliable assessment that can compare the basic skills of English Learners with disabilities to native speakers of English with similar disabilities of the same grade level to determine sufficient mastery of the basic skills for reclassification. Assessments must be given by appropriately credentialed staff. (ex: WJ, KTEA, WIAT-III)

For Students with Disabilities on Alternate Curriculum

State Criteria	'17-'18 and '18-'19 Aspire Policy (no change)
Assessment of English Language Proficiency	VCCALPS assessment with a score of 49 or above
Teacher Evaluation	Education Specialist agrees the student should be reclassified based on evidence of academic performance
Parent Opinion and Consultation	Parent receives notice of reclassification eligibility and is given an opportunity to indicate if they <u>disagree</u> that the student be reclassified
Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.	<p>The IEP team must discuss the individualized criteria and write the chosen criteria into the student's IEP, keeping in mind that the student's performance in basic skills may be impacted by their disability.</p> <p>Basic Skills assessment used in IEP testing (ie., OWLs, WJ or WIAT)</p>

Instructional Program for ELs with Disabilities

ELD instruction is mandatory for all English Learners, including those with IEPs, and occurs daily until they are reclassified. English Learners with disabilities receive ELD in the general education classroom with students of like age/grade and language proficiency whenever possible. For English Learners with IEPs, the opportunity to have access to non-disabled peers is essential to their growth and development. The requirements for instructional time and grouping previously described for designated and integrated ELD apply to English Learners with disabilities.

The IEP team decide placement of English Learners with special needs based on individual student needs. At the IEP meeting, the team discusses the instructional components that have been identified to meet the student's individual needs and monitors the student's progress in ELD, which include IEP goals in the area of English Language Development, as well as accommodations/supports and services. In order to determine whether a student is making adequate progress in ELD, the IEP team uses assessments used by the classroom teacher and others appropriate for the student's disability. If the team determines that the student is not making adequate progress in ELD due to the impact of disability, the IEP team reviews and revises the student's individualized goals, as well as accommodations/supports and services, including consideration of whether the student should receive ELD in a specialized education setting.

College Readiness Measures for English Learners

Aspire holds a mission to prepare all students for college upon graduation from an Aspire high school, and has internal metrics are used to track student preparedness to transition to a university setting. College readiness at Aspire is defined as:

- ACT: Scoring 22+ on English and 23+ on Math
- SBAC: Level 3 meeting on both ELA and Math
- Pass any college course or Pass any AP exam
- Participate in an SEL program

All English Learners receive support to meet the A-G requirements for admission to a California public university and access and pass the college courses or AP classes. High school teachers and counselors have pre-designated time to support ELs struggling with any of these requirements and a process exists to waive requirements when appropriate, as long as the student meets the California minimum graduation requirements.

Students who are EL may also apply for accommodations on the ACT annually during the testing administration through the school site testing coordinator.

CAASSP accommodations, designated supports and universal supports are provided to EL students in their 11th grade year to meet the Level 3 score on SBAC.¹⁸

Data for scoring college ready by every metric is disaggregated by subgroups including English Learners throughout the year to identify any patterns or needs before the master schedule is created at our secondary schools.

Some secondary school sites have opted into the State Seal of Biliteracy program¹⁹ that honors those students who graduate from high school mastering listening, speaking, reading and writing in English and one other language. If a student meets the State criteria, the state affords the student a special seal to be affixed on the high school diploma. For those students who were ELs, this program celebrates the students' mastery of their home language and acquisition and mastery of English as well, as biliteracy is a competence that will enhance college and career opportunities.

¹⁸ Taken from URL: <https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf>

¹⁹ <https://www.cde.ca.gov/sp/el/er/sealofbiliteracy.asp>

Section 3: Program Monitoring, Evaluation and Professional Development

Monitoring and Evaluation of Program Effectiveness

This section focuses on the ways that Aspire will monitor the implementation of processes and procedures, as outlined in this Master Plan. The ultimate outcome of ongoing monitoring is the timely progress of EL students towards reclassification and to ensure that effective instructional programs are implemented, however the goals outlined below also engage community stakeholders, home office support staff and front office staff. Ultimately, timely reclassification reflects our coordinated efforts to bolster academic achievement and language acquisition in our EL scholars.

This section also outlines the system-wide accountability procedures that will ensure Aspire EL programs are effective in meeting the needs of our EL population.

EL Program Goals & Measures

Aspire Public Schools will monitor the following goals to ensure implementation of EL programs and student progress.

- Goal 1.** Implement the Aspire Public Schools EL Master Plan fully and consistently across all Aspire sites in California.
- Goal 2.** Establish and conduct ELAC meetings at all Aspire sites that require an ELAC, per State law.
- Goal 3.** Establish a DELAC and hold DELAC meetings to gather feedback and input on the EL programs and processes from a variety of stakeholders including parents, students, administrators, teachers and home office staff.
- Goal 4.** Establish clear processes and associated training for front office staff in ascertaining accurate demographic data on incoming students.
- Goal 5.** Implement designated and integrated ELD instructional programs, as outlined in this Master Plan, across all California Aspire sites.
- Goal 6.** Create and maintain data systems to track academic growth of EL students. Use data systems to monitor academic progress of ELs and reclassified students.

These goals will be revisited annually to evaluate the progress of Master Plan implementation and to assess the effectiveness of instructional programs and supports.

Professional Development and Implementation of English Language Development strategies

Teachers receive ongoing professional development on serving English Learners in many ways.

1. Teachers new to Aspire receive a week of professional development that includes English Learner strategies in the content area as well as the English Language Development standards.

2. All teachers in their first two years of teaching receive Induction support which offers a module on teaching English Learners.
3. Each school has devoted time for professional development. That time is devoted to strategies for teaching English Learners.
4. New teachers receive ongoing coaching in teaching English Learners.

The implementation of these strategies is done through formal and informal observations of instructional practice. Teachers receive frequent observations from a trained observer throughout the year grounded in Aspire’s instructional rubric, the Aspire Student Learning Framework (ASLF). Originally based on TNTP’s Core Teaching Rubric²⁰, the ASLF includes five domains that describe student academic behaviors and outcomes in effective Aspire classrooms. Each domain includes a separate list of instructional strategies, known as Core Teacher Skills, that teachers may utilize to improve student performance in the given area of focus.

The ASLF identifies that the needs of subgroups such as English Learners be specifically addressed in the Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching domains and associated Core Teacher Skills. These same domains include discrete language related to instructional differentiation for subgroups in both lesson planning and classroom pedagogy.

Scores on these indicators inform a principal, Area Superintendent, and teacher on their success in meeting the needs of English Learners and the strategies taught during professional development.

²⁰ <https://tntp.org/publications/view/tntp-core-teaching-rubric-a-tool-for-conducting-classroom-observations>

Section 4: Family Engagement

Aspire believes that parents and guardians are the most important partners in the educational achievement and outcomes for our students. Our families bring diverse experiences that strengthen each of our school communities; the hopes and dreams of each family drive our commitment to educating our scholars. Aspire's standards for purposeful family engagement are:

Strong Family and Community Ties: Families are encouraged and invited to build strong relationships with teachers, school staff and other parent communities. Schools create welcoming environments and help to deepen relationships across diverse groups of students, staff members and families.

Meaningful Communication: Families and schools engage in meaningful two-way communication practices that are centered on their student's wellbeing and academic success. Schools provide clear structures and expectations that support mutual communication with families.

Authentic Voice & Leadership: Families work together with schools to authentically help inform policy and decision making. Schools invite families to participate in activities as equal partners to help shape school vision, student culture and strengthen student learning.

Empowered Student Success: Families are acknowledged as their student's first teacher and empowered to support student growth. Schools work with families to inform, encourage and support learning at home and in school, to make college for certain.

Equity Centered Dialogue: Families help identify, discuss, and address equity issues impacting students, schools, and their surrounding community. Schools provide families with opportunities that help students receive what he/she needs to succeed.

We know that families of ELs seek opportunities to ask questions, learn about instructional programming and be thoughtful decision-makers in their student's lives. We believe that in making our systems know-able, linguistically appropriate and culturally relevant, in effort to familiarize families with structures that may seem unfamiliar. To this ends, several processes enable active participation for families of EL students.

Communication with Parents

Required written parent notifications include the following:

- Initial Identification
- Program Options
- Program Placement
- Progress expectations at each grade level
- Annual ELPAC data
- Reclassification criteria
- Graduation requirements

Translation and Interpreters

Communication with all parents of ELs in their primary language is essential to upholding our standards of parent engagement. In addition, per State law, if 15% of the student population or more speak a single primary language other than English, all notices and records sent to the parent must be in the primary language (EC 48985a). This includes written parent communication such as progress reports, IEPs, discipline notices, school board meeting agendas and notices. Oral interpretation will be provided to families so that they can meaningfully access important information for the schools. School sites have processes for offering oral interpretation to site-based activities. Regional and Home office staff will ensure that oral translation is provided for regional events.

ELAC

In accordance with State law EC 35147, any school that has 20 or more ELs must have an English Learner Advisory Council (ELAC) to produce recommendations regarding EL programs and services. The ELAC reviews programs, procedures and budgetary components of a school site's EL plan. At least 50% of the committee should be comprised of parents of ELs. Parents that are employees of the school may not sit on the ELAC. The ELAC is responsible for advising the principal on programs and services for ELs, advises on the School Site Council (SSC) on development of the LEAP, LCAP and budget, assists with a school needs assessment and builds parent awareness. The responsibilities of the ELAC are:

- Advise, review, and comment on the development of the school's program for English Learners at the school site, including expenditures of Title III funds
- Assist in the development of Needs Assessment Document for English Learners, resulting in a written plan that accesses their needs
- Assist in the development of the Annual Language Census Form
- Promote among parents the importance of student regular attendance to school.

Elected ELAC officers include a president, vice-president and secretary. The Executive ELAC team is elected at the start of each school year and votes are collected from EL parents. Meeting calendars should include allotted times to discuss the responsibilities named above.

Other topics may include: reclassification criteria, uniform complaint procedures, parent waiver information, ELPAC and ELPAC results, the school improvement plan.

Schools are encouraged to hold ELAC meetings at times that are beneficial to parents and provide childcare.

DELAC

Each California public school district with more than 50 ELs and at least 15% ELs must form a District English Language Advisory Committee (DELAC) unless a subcommittee such as an ELAC is already in place (EC 35147, 52062(a)(2), 52063(b), 52069, 62002.5, and 64001(a)). For schools with an ELAC, they may elect a representative to participate in the district-wide DELAC. The DELAC must be comprised of a majority (51% or more) parents. Other members of the DELAC can include teachers, school admins and home office staff.

The major responsibilities of DELAC include:

1. Development of a district master plan for education programs and services for English learners. The district master plan will take into consideration the school site master plans.
2. Conducting of a district wide needs assessment on a school-by-school basis.
3. Establishment of district program, goals, and objectives for programs and services for English learners.
4. Development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements.
5. Review and comment on the school district reclassification procedures.
6. Review and comment on the written notifications required to be sent to parents and guardians.
7. If the DELAC acts as the English learner parent advisory committee under California *Education Code* Section 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

Creation of the EL Master Plan

This Master Plan was created in collaboration with various stakeholders across our California network, including teachers, office staff, leaders and regional and central office administration. Over the course of the 17-18 school year, we met regularly to revisit the last iteration of the EL Master Plan and add and delete sections based on updated policies and identified gaps and challenges.

Our continued dialogues led to the initial draft of the EL Master Plan, which was shared with the school administrators, executive directors, and the board of directors. Our DELAC provided feedback and input into the plan.

Feedback was reviewed and, where appropriate, incorporated into the draft.

APPENDIX A: GUIDING TEXTS AND RESOURCES

References

- Executive Summary of the ELA / ELD Framework for California Public Schools (September 2015). Taken from https://www.scoe.net/castandards/Documents/summary_ela-eld_framework.pdf
- Definitions of Proposed Task Types for the English Language Proficiency Assessments for California, Educational Testing Service, 2015. Retrieved on February 2, 2016 from <http://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprts.pdf>
- Proposed Test Blueprints for the English Language Proficiency Assessments for California, Educational Testing Service, 2016. Taken from <http://www.cde.ca.gov/ta/tg/ep/documents/elpacblueprts.pdf>
- The California English Language Development Test (CELDT) vs. The English Language Proficiency Assessments for California (ELPAC), CDE 2015. Retrieved on July 25, 2016 Taken from <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>
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- Echevarria, J., Vogt, M., & Short, D. (2007). *Making content comprehensible for English learners: The SIOP model* (3rd ed.). Boston: Pearson.
- Gibbons, P. (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the general education classroom*. Portsmouth: Heinemann.
- Leyba, Charles F., ed. (1994). *Schooling and language minority students: a theoretical framework*. Los Angeles: Legal Books Distributing.
- Lucas, Tamara, Villegas, Ana Maria and Freedson-Gonzalez (2008). *Linguistically Responsive Teacher Education: Preparing Classroom Teachers to Teach English Language Learners*. Journal of Teacher Education.
- Opitz, Micahel F., ed. (1998). *Literacy instruction for culturally and linguistically diverse students*. Delaware: International Reading Association.
- Rumberger, Russell & Gandara, Patricia (2004). *Seeking Equity in the Education of California's English Learners*. Teachers College Record.

Valencia, Richard R. (2002). *Chicano School Failure and Success: Past, Present, and Future*. New York, New York; Routledge.

Vogt, M. and Echevarria, J. (2007). *99 Ideas and Activities for Teaching English Learners with the SIOP Model*. Boston: Pearson.

California English Language Development standards: [ELD Standards](#)

California English Language Framework content and Pedagogy: [CA ELD Framework](#)

APPENDIX B: RECOMMENDED PROGRAMS & RESOURCES

Professional Development

[Quality Teaching of English Learners, West Ed](#)

[Opal Institute, Loyola Marymount University](#)

[LA Office of Education Multilingual Academic Support \(MAS\) Unit](#)

[Alameda County Office of Education EL Department](#)

[Stockton USD Language Development Office](#)

Instructional Program

[English 3D](#)

[EL Achieve](#)

Family Engagement

[Aspire ELAC Manual](#) (includes fillable templates)

[Latino Family Literacy Project](#)

APPENDIX C: PARENT LETTERS



**Aspire <Insert School Name Here>
INITIAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements**

To the parent(s)/guardian(s) of: _____ School: _____
 Date: _____ Student ID #: _____ Date of Birth: _____ Grade: _____
 Primary Language: _____

Dear Parent(s) or Guardian(s): When your child enrolled in our school, a language other than English was noted on your child's Home Language Survey. The law requires us to assess your child and notify you of your child's proficiency level in English. This letter also explains the criteria for a student to exit the English learner program. (20 United States Code section 6312[c][3][A])

Language Assessment Results

Domain	English Language Proficiency Assessment	Primary Language Proficiency Level Test: Date Administered:
Listening		
Speaking		
Reading		
Writing		
Overall		

Based on results of the English language proficiency assessment, your child has been identified:

- English learner (EL)**
- Initial Fluent English Proficient (IFEP)**

Check if applicable: **Individualized Education Program (IEP) on file**

A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Required Criteria (EC Section 313(f))	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment	
Teacher Evaluation	
Parental Opinion and Consultation	
Comparison of Performance in Basic Skills	



	Optional: Other district criteria
--	--

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option which is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program. (20 U.S.C Section 6318[c][A][vii]). LEAs remain obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **[insert contact name and information]** to ask about the process.

If you have further questions, please do not hesitate to reach out.

Sincerely,

<Insert School Leader Name Here>

<Insert School Name Here>



**Aspire <Insert School Name Here>
ANNUAL PARENT NOTIFICATION LETTER
Federal Title I and State Requirements**

To the parent(s)/guardian(s) of: _____ School: _____
 Date: _____ Student ID #: _____ Date of Birth: _____ Grade: _____
 Primary Language: _____

Dear Parent(s) or Guardian(s): Your child continues to be identified as an English learner. Each year, we are required to assess your child and notify you of your child's proficiency level in English. This letter also contains the criteria for a student to exit the English learner program. (20 United States Code [U.S.C] Section 6312[e][3][A])

Language Assessment Results

Domain	English Language Proficiency Assessment	Primary Language Proficiency Level
		Test: Date Administered: (Optional)
Listening		
Speaking		
Reading		
Writing		
Overall		

Check if applicable: **Individualized Education Program (IEP) on file**
 A description of how your child's program placement will contribute to meeting the objectives of the IEP is attached.

Reclassification (Exit) Criteria

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures. This district's reclassification criteria are listed below.

Required Criteria (EC Section 313[f])	LEA Criteria [District inserts local board-approved reclassification criteria]
English Language Proficiency Assessment	
Teacher Evaluation	
Parental Opinion and Consultation	
Comparison of Performance in Basic Skills	
	Optional: Other district measures

Academic Achievement Results



Skill Area	Smarter Balanced Assessment (SBAC) or Local Measures	Other Measure
English Language Arts		
Mathematics		

Language Acquisition Programs

We are required to provide a **Structured English Immersion (SEI)** program option which is a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered ELD and access to grade level academic subject matter content.

Parents of English learners have a right to decline or opt their children out of the school district's language acquisition program. (20 U.S.C Section 6318[c][A][vii]). LEAs remain obligated to provide the student meaningful instruction (5 OCR Section 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact **[insert contact name and information]** to ask about the process.

If you have further questions, please do not hesitate to reach out.

Sincerely,

<Insert School Leader Name Here>
 <Insert School Name Here>

APPENDIX D: PERFORMANCE LEVEL DESCRIPTORS

1. ELPAC

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

2. 2012 California Framework Levels of English Proficiency Descriptors

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in *all* content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

APPENDIX E: INSTRUCTIONAL TOOLS

Secondary ELD Lesson Template
Designated ELD

Course: Academic Literacy 3		Text: Ready for Marcos		Text Level: Bridging	
Specific Student Considerations (IEP, 504, SST, etc):		Tuesday:		Friday:	
Monday:		Wednesday:		Thursday:	
ELD Objective:		ELD Objective:		ELD Objective:	
<p>SWBAT: make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p>SWBAT: identify pronouns within the text and connect pronouns to specific nouns to deepen comprehension of the text (PII 7.2a)</p>	<p>SWBAT: make predictions and then use context clues to determine the meaning of unknown words (PI 7.6c)</p> <p>SWBAT: define story elements (exposition, key events, and resolution) and identify each element using details from <i>Ready for Marcos</i> (PII7.1)</p>	<p>SWBAT: use affixes to determine the meaning of specific vocabulary words (PI 7.1c)</p> <p>SWBAT: participate in a small group discussion and express an opinion about the main character (PI7.1, PI 7.11b)</p>	<p>SWBAT: define specific story elements (character, plot, conflict, static character, dynamic character, dialogue) (PII 7.1)</p> <p>SWBAT: re-read the specific text and identify examples of each story element and discuss how those specific elements affect the overall development of the story (PII 7.1, PI 7.6a)</p>	<p>SWBAT: Define synonym and find examples of related synonyms using <i>Ready for Marcos</i> (PII 7.2a)</p> <p>SWBAT: Write a response paragraph using pronouns and synonyms to create cohesion within written text (PI 7.10a)</p>	
<p>Vocabulary Instruction:</p> <p>Make predictions and use context clues to determine the meaning of: <u>vivacious</u>, <u>covertly</u>, <u>replica</u>, <u>subtle</u></p>	<p>Vocabulary Instruction:</p> <p>Make predictions and use context clues to determine the meaning of: <u>gazed</u>, <u>surging</u>, <u>remarkable</u></p>	<p>Vocabulary Instruction:</p> <p>Define common affixes (chart) and have students determine part of speech and meaning using affix of word in context: <u>walked</u>, <u>quickly</u>, <u>unkind</u>, <u>listening</u>, <u>restart</u></p>	<p>Vocabulary Instruction:</p> <p>Define story elements (character, plot, conflict, static character, dynamic character, dialogue) and create a visual representation for each word.</p>	<p>Vocabulary Instruction:</p> <p>Define the word <u>synonym</u> and find related synonyms in the text. Teacher will model small and tiny within the text. Students then find others by re-reading.</p>	
<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. First Read: teacher reads aloud 2. Instruction: text cohesion through the use of pronouns (what are pronouns: make a list) 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. define story elements (exposition, key events, resolution) 2. Model finding exposition 3. students read independently to find key events and resolution 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Provide and define modal verbs (ex: possibly/likely, could/would/should) 2. Question: Is it right for Monica to have more responsibilities 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Re-read the text and find specific examples of each story element 2. Discussion question: how does the combination of each element 	<p>Instructional Sequence:</p> <ol style="list-style-type: none"> 1. Model personal writing about making a tough decision in life 2. Students write answer to: Narrate a time you had to make a difficult 	

<p>3. Re-read for pronouns and attach to nouns to deepen comprehension</p>		<p>3. Partner/small group debate and use academic vocabulary and evidence from the text.</p>	<p>create an interesting story? 3. What would happen if Marcos was a dynamic character as well? How would that affect the story?</p>	<p>decision. What was the outcome? Use pronouns and synonyms to create cohesion 3. Students write short response</p>
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Secondary ELD Lesson Template
Designated ELD

Course:	Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
Specific Student Considerations (IEP, 504, SST, etc):					
ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:	ELD Objective:
Vocabulary Instruction:	Vocabulary Instruction:	Vocabulary Instruction:	Vocabulary Instruction:	Vocabulary Instruction:	Vocabulary Instruction:
Instructional Sequence:	Instructional Sequence:	Instructional Sequence:	Instructional Sequence:	Instructional Sequence:	Instructional Sequence:

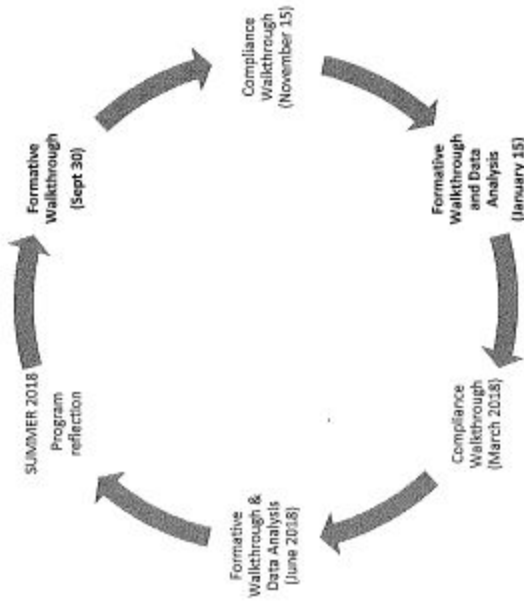
ELL Planning for Secondary 17-18

Name of Course	Language Level	Time	Curriculum	Lesson Planning	Monitoring Look Fors:
Academic Literacy 1	Newcomers CELDT Levels 1 – 2 <i>*often includes SPED on diploma track</i>	1 period / day	Grade level text with supports (Ex: Study Sync – Use “Bridging” text)	<ul style="list-style-type: none"> Can use site template MUST have ELD objective tied to ELD standards MUST have explicit vocabulary instruction MUST explicitly model language skill related to ELD objective 	<ul style="list-style-type: none"> Grade level text tied to core curriculum ELD objective based on ELD standards Language skills Vocabulary instruction
Academic Literacy 2	CELDT 3 Domain score in Listening & Speaking ranging 1-3	1 period / day	Grade level text with supports (Ex: Study Sync – Use “Bridging” text) Focus on oral language production & listening	<ul style="list-style-type: none"> ELD standards focused on collaborative, productive standards MUST have ELD objective tied to ELD standards MUST have explicit vocabulary instruction MUST explicitly model language skill related to ELD objective 	<ul style="list-style-type: none"> Lesson Plans with ELD objective Collection of formative data Use of reading data (STAR or DRA) to adjust groupings
Academic Literacy 3	CELDT 3: Domains Listening & Speaking range 4-5	1 period / day	Grade level text (Ex: Study Sync – use Expanding Text) Focus on writing skills	<ul style="list-style-type: none"> ELD standards, focus on reading & writing MUST have ELD objective tied to ELD standards MUST have explicit vocabulary instruction 	

Integrated ELD	CELD 4 & 5	All CORE classes	Focus on reading skills, vocabulary acquisition, Bricks & mortar tied to content area curriculum Grade level text	<ul style="list-style-type: none"> MUST include written language MUST have ELD objectives tied to ELD standards within lesson Apply "Bricks & Mortar" supports taken from EL Achieve 	<ul style="list-style-type: none"> Review data on EL groups in COIs & Aspire assessments Artifacts of scaffolding (from EL Achieve)
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Monitoring Plan

Monitoring Plan for Designated EL rollout 17-18



Appendix VIII:
Aspire Public Schools' 504 Procedures

Part I: Quick and Basic 504 Process Procedures

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

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

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

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

504 Accommodation Plan Process Steps (done at least annually)

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

Discipline Steps for Students with 504s

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

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

Section 504 Process and Procedure Guide: Introduction

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

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

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

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

Part I: Basic 504 Process Procedures

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

Part II: Detailed 504 Process Procedures

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

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

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

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

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

Part I: Quick and Basic 504 Process Procedures

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

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

504 Accommodation Plan Process Steps (done at least annually)

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

Discipline Steps for Students with 504s

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

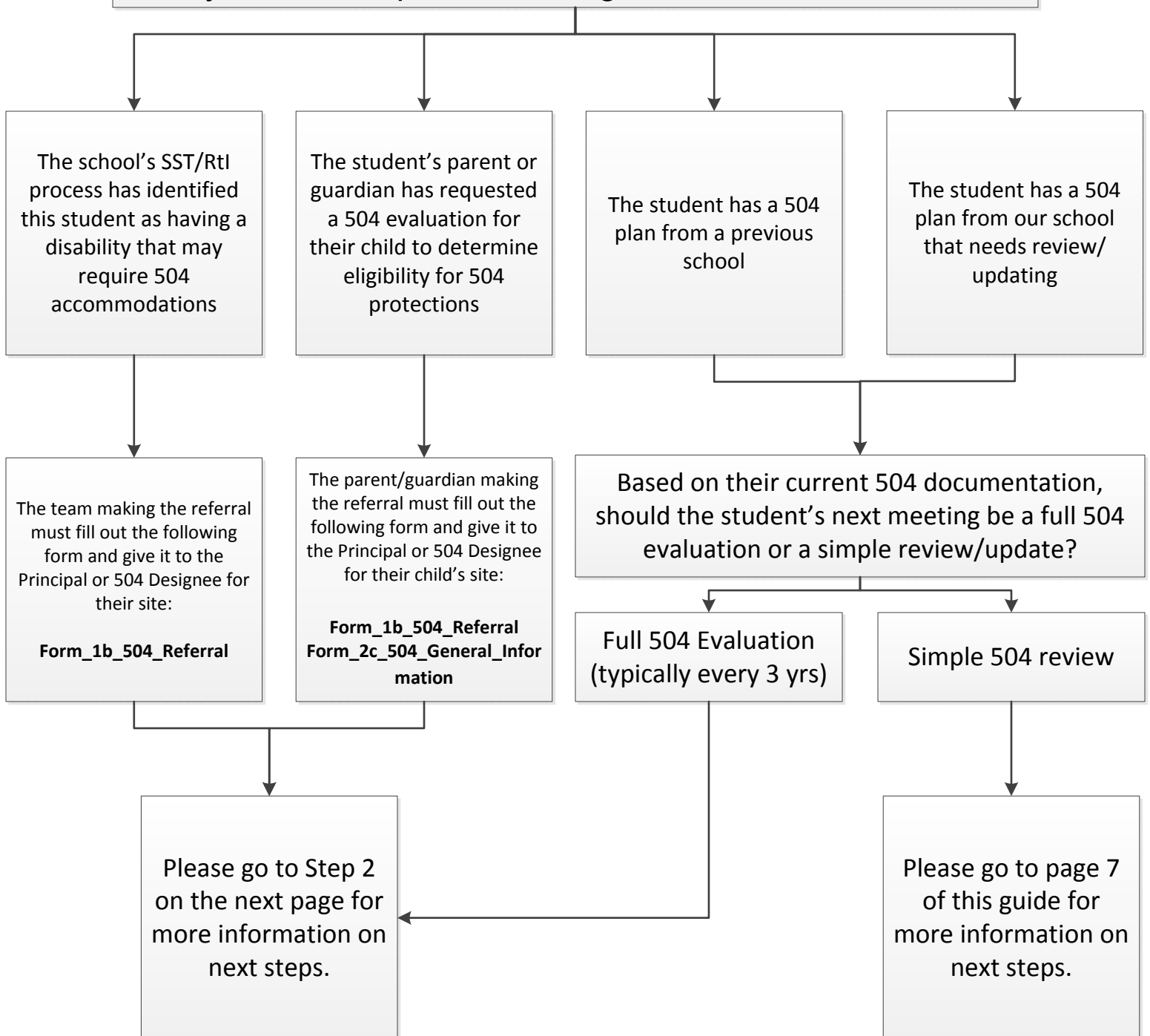
Need more information on any of these steps? Check out the other process and procedure guides!

Pre - 504 Meeting Process Steps

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

Step 1: 504 Referral

Why is the 504 process being started for this student?



Step 2: Determine Evaluation Evidence Needed

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

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

Step 3: Parent Permission for Evaluation

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

Form_2a_504_Parent_Permission
Form_2c_504_General_Information
Form_2d_504_Release_of_Information

Parent/Guardian returns forms with permission to evaluate

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

Parent/Guardian does not return forms

Step 4: Meeting Scheduling and Parent Invitation

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

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

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

Form_4_504_Parent_Invite

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

Send the following form to the parents:

Form_2e_504_Parent_Permission_Refusal

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

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

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

Document attempts to contact parents.

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

Form_2e_504_Parent_Permission_Refusal

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

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

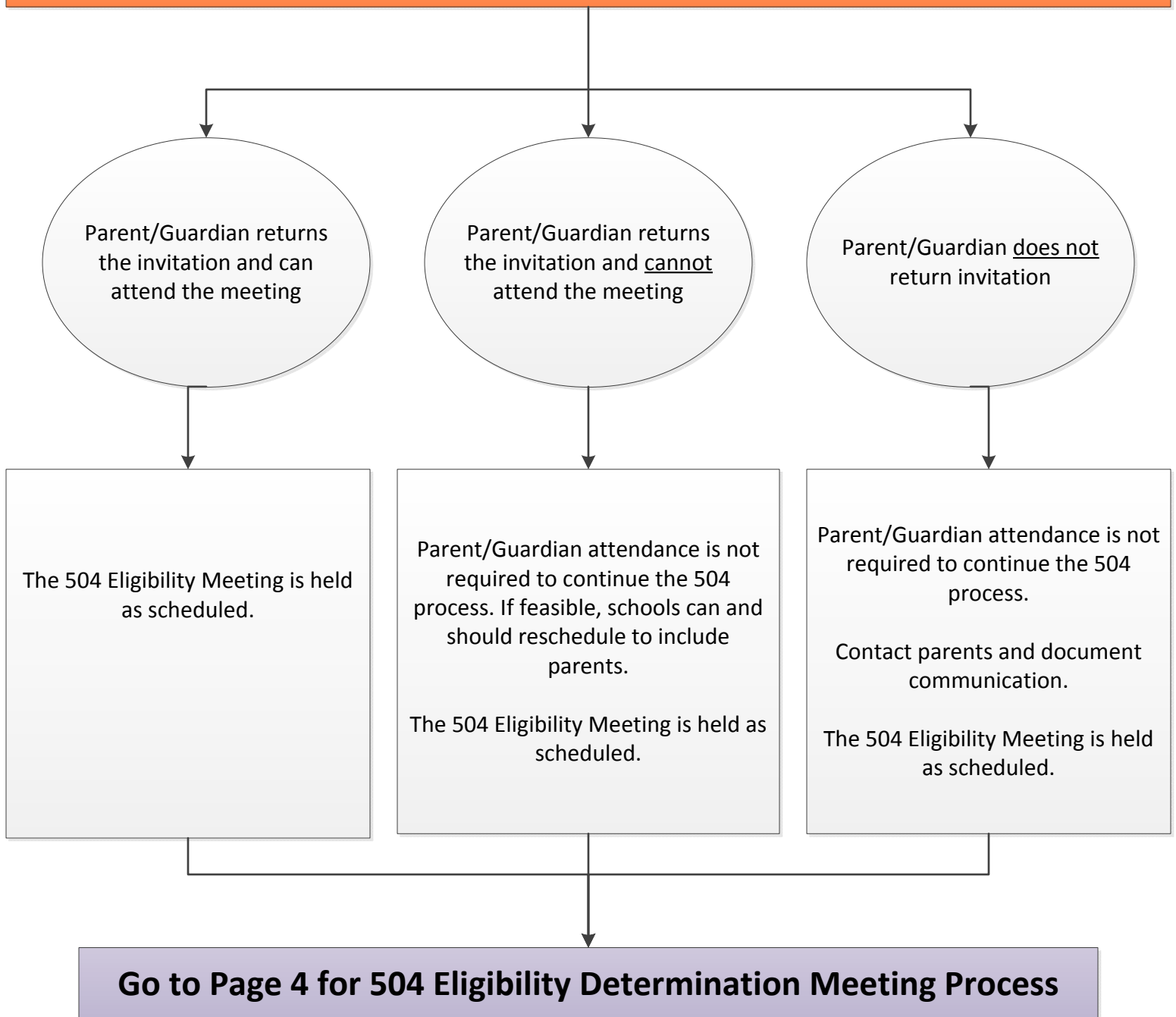
Continue to page 3 for next steps.

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

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

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

Step 6: Final Scheduling the Meeting



504 Eligibility Determination Meeting Process Steps

The Basics of 504 Eligibility Determinations:

The 504 Team meets and uses Form_5a_504_Eligibility Determination to determine whether or not there is **documented evidence** of the following:

1) The student has a diagnosed disability

AND

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

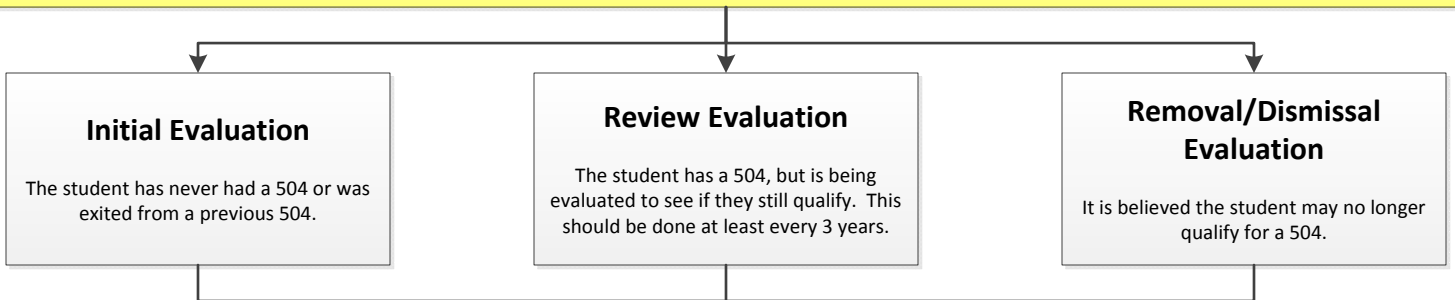
If you have questions about the basics of 504 eligibility, please contact the Director of Student Services! You are not alone 😊

For all 504 Eligibility Determinations, the following form should be used:
Form_5a_504_Eligibility_Determination_form

Step 1: Fill Out Necessary Identifying Information

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

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



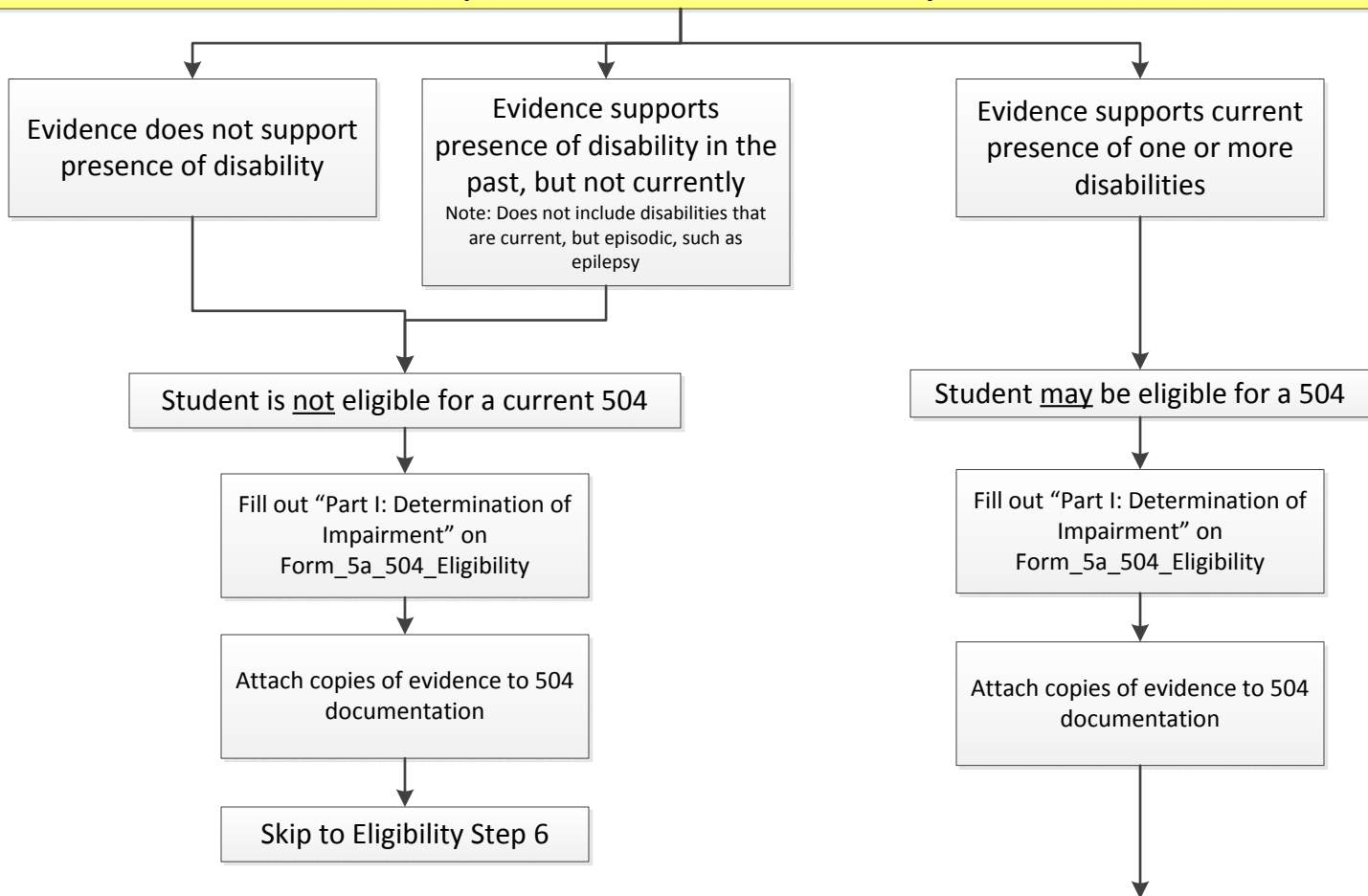
Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights
This form prints out at the end of Form_5a_504_Eligibility document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5a_504_Eligibility_Determination that they have received their Due Process Rights

Continue to page 5

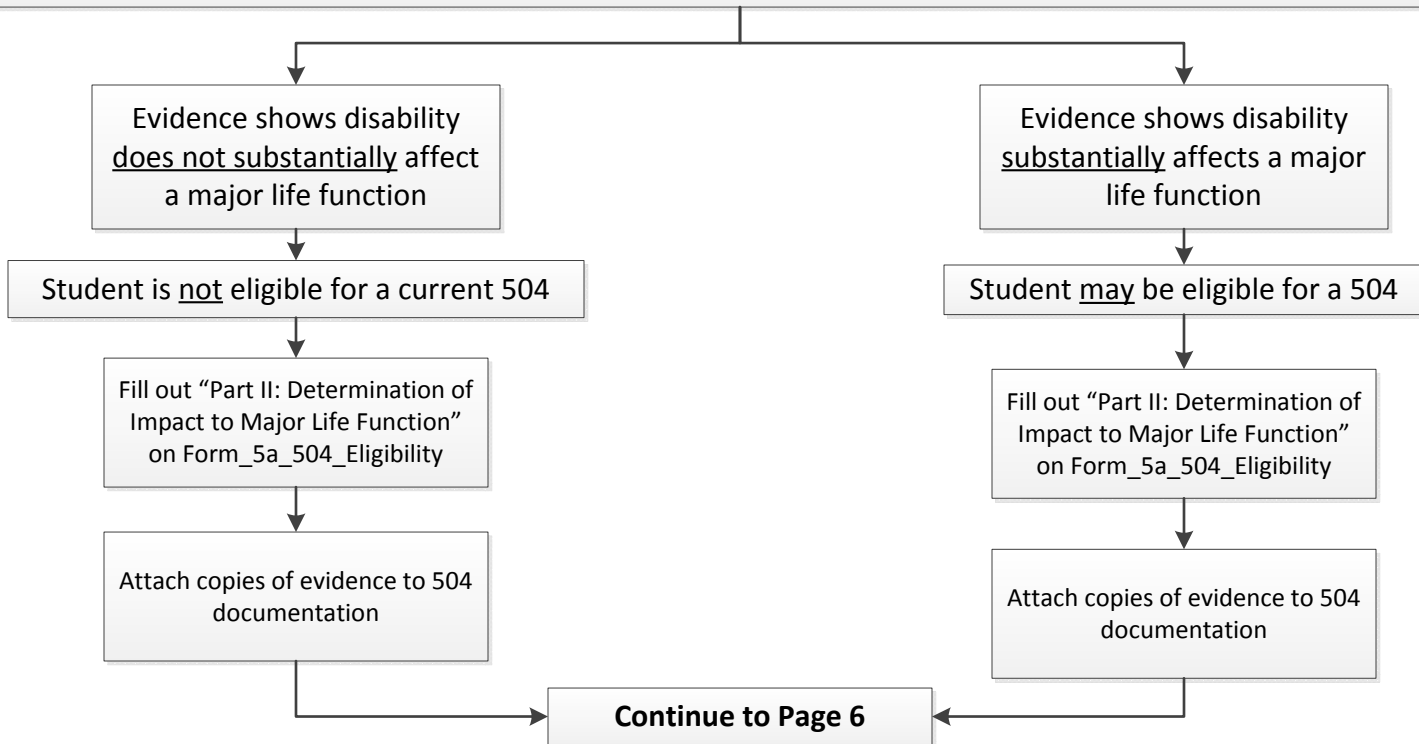
Step 4: Review the Evidence of Disability



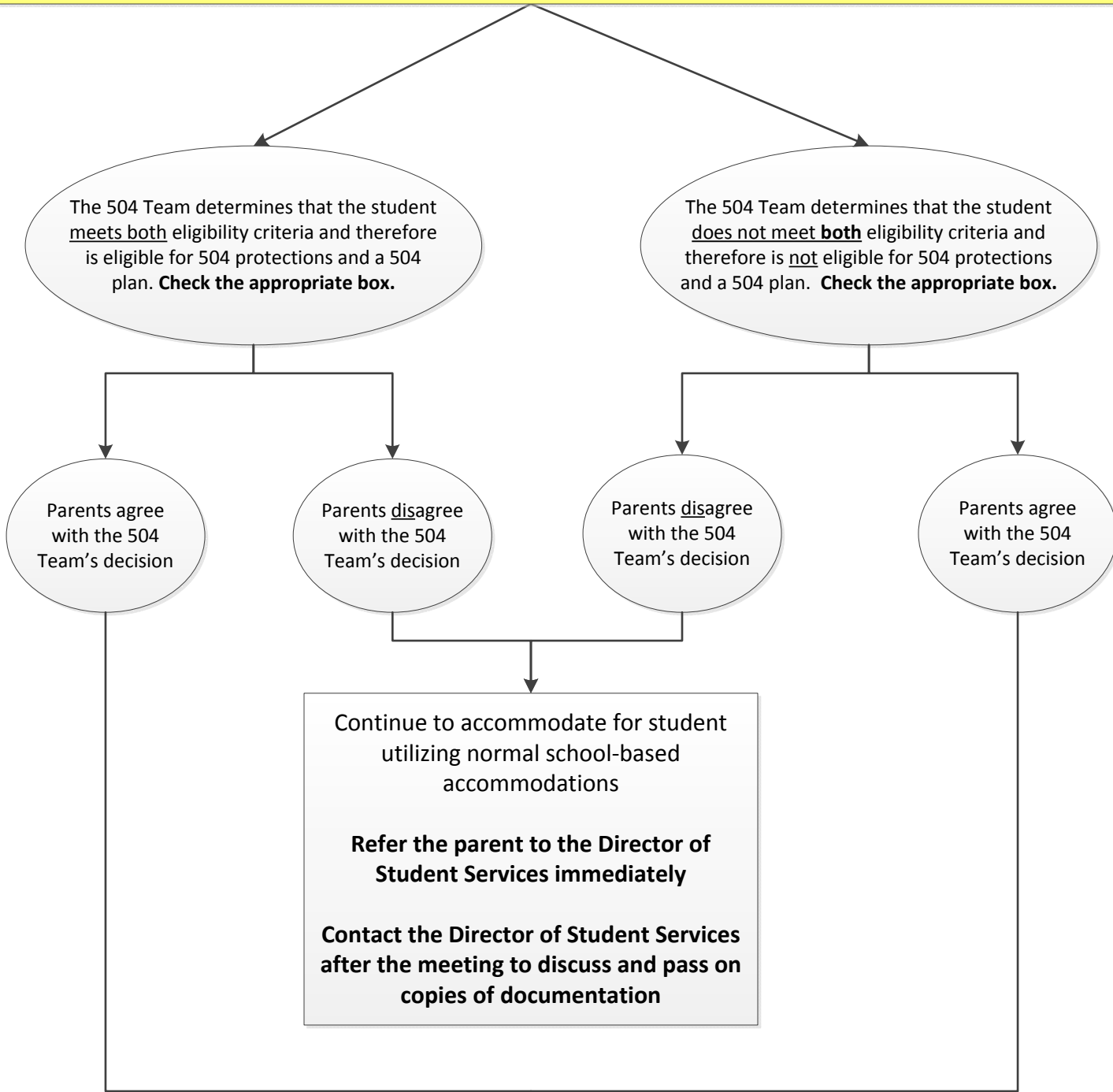
Step 5: Review Evidence of Impact of Disability on a Major Life Function

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

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



Step 6: 504 Eligibility Decision



Step 7: Signatures and Documentation

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

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

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

504 Accommodation Plan Review Process Steps

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

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

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

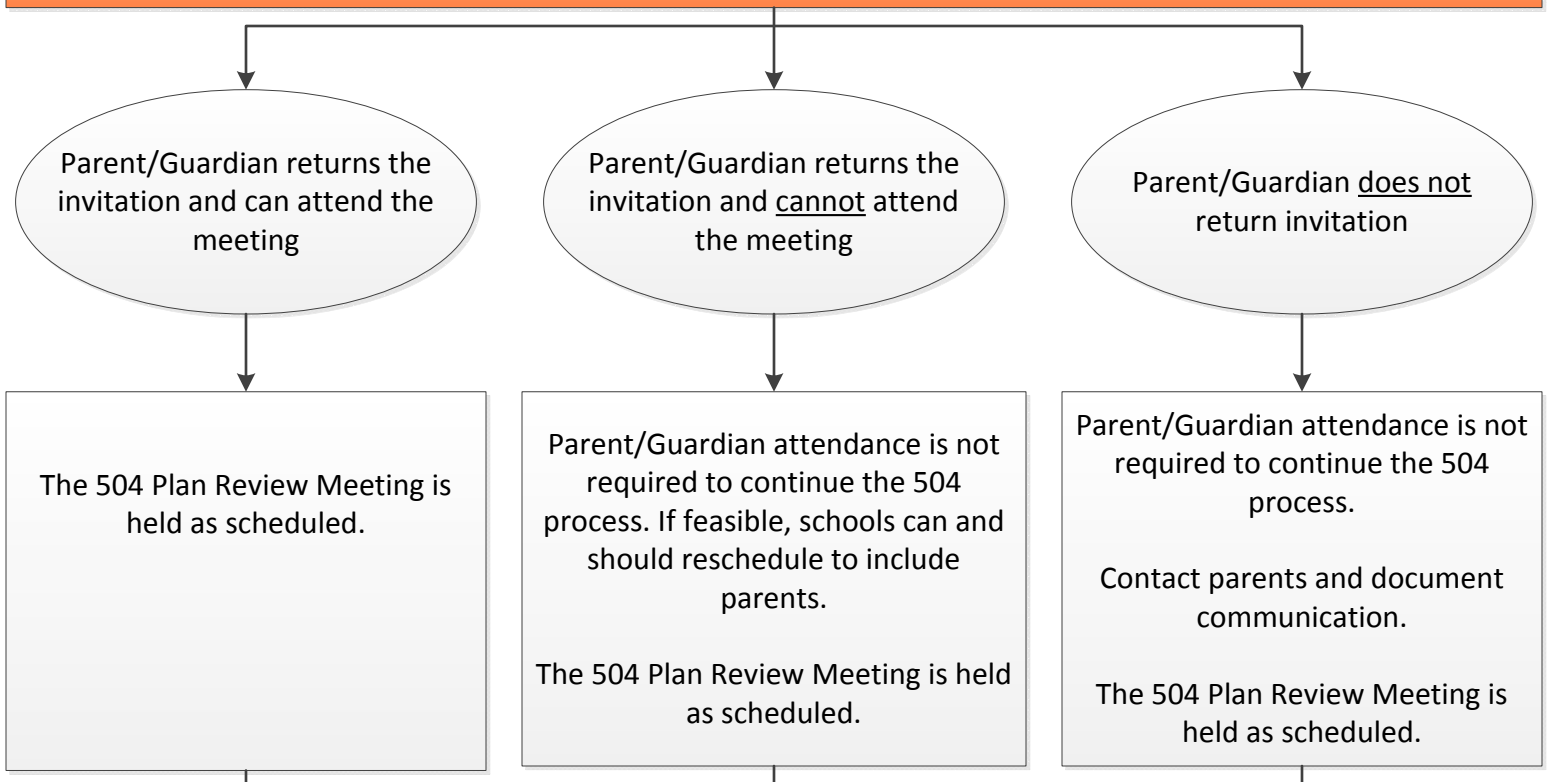
Form_4_504_Parent_Invite

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

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

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

Pre-504 Meeting Step 6: Final Scheduling the Meeting



Go to Page 8 for 504 Accommodation Plan Process Steps

504 Accommodation Plan Process Steps

The Basics of 504 Accommodation Plans:

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

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

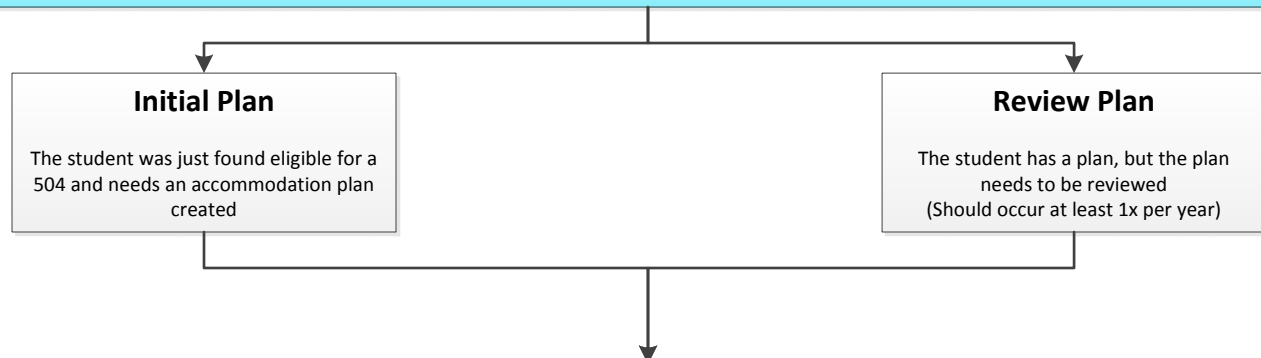
For all 504 Accommodation Plans, the following form should be used:

Form_5b_504_Plan

Step 1: Fill Out Necessary Identifying Information

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

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



Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights

This form prints out at the end of Form_5b_504_Plan document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5b_504_Plan that they have received their Due Process Rights

Continue to page 9

Step 4: Data/Information Reviewed

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

Step 5: Writing the Plan

The Basics of 504 Accommodation Plans:

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

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

Parents agree with the 504 accommodation plan as written

Parents disagree with the 504 accommodation plan as written

Continue to accommodate for student utilizing normal school-based accommodations

Refer the parent to the Director of Student Services immediately

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

Step 5: Signatures

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

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

Continue to page 10

Step 6: Plan Implementation

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

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

Step 7: Progress Monitoring/Review

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

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

Pre-504 Meeting Step 1: 504 Referral

Pick the following choice

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

Appendix IX:
Proof of LEA SELPA Membership

AGREEMENT FOR PARTICIPATION

EL DORADO COUNTY CHARTER SELPA

The El Dorado County Charter Special Education Local Plan Area (SELPA) as authorized by the California State Board of Education assists California charter schools that have successfully completed the SELPA membership process and have signed this Agreement for Participation (Agreement) which are deemed Local Educational Agencies pursuant to Education Code Section 47641, in meeting their obligations to provide special education and related services (each term as defined in 20 U.S.C. Section 1401 and the applicable rules, regulations and interpretive guidance issued thereunder and collectively referred to as Services) to applying or enrolled students actually or potentially entitled to Services under applicable state and federal laws and regulations (Students). SELPA Membership also ensures compliance with the LEA Member's obligations under Education Code Sections 56195, et. seq.

It is the goal of the El Dorado County Charter Special Education Local Plan Area (SELPA) that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs. It is the intent of the Charter SELPA that special education programs be coordinated and operated in accordance with the governance structure.

The respective Charter Schools who are signatories hereto, the El Dorado County Office of Education (EDCOE), and the El Dorado County Charter SELPA, mutually agree as follows:

DEFINITIONS

LEA: as described in Education Code Section 56026.3., shall refer to a specific LEA Member Charter School or Charter School development organization as appropriate.

RLA: Responsible Local Agency, as described in Education Code Section 56030. Federal Regulations use the term "Administrative Unit" or "AU". For purposes of this Agreement, the El Dorado County Office of Education shall be the RLA or AU for the El Dorado County Charter SELPA.

Charter SELPA CEO Council: This group is composed of a representative from each Charter School in the Charter SELPA at the Chief Executive Officer level. Organizations that operate more than one Charter School at their option may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of schools represented. This group would meet regularly with the County Superintendent of Schools to direct and supervise the implementation of the Local Plan.

Charter Executive Committee: The Charter Executive Committee is comprised of representatives from the Charter SELPA CEO Council and shall include the El Dorado County Superintendent and staff designees.

Efforts will be made to ensure the committee has broad representation in a variety of areas; e.g. various geographical areas of the Charter SELPA, CMO representation, single charter, large charter, small charter, original founding members, new members. This committee makes recommendations to the CEO Council on fiscal and policy matters.

Charter Special Education Steering Committee: This Steering Committee serves in an advisory capacity to the Charter SELPA Director. Each Charter School is entitled to select one

representative for this committee – either a teacher or an administrator. Representatives commit to a full year of service, which would include meeting regularly for the purpose of advising the Charter SELPA Director and receiving and disseminating direct program/instructional information.

Special Education Community Advisory Committee – CAC: Each Charter School shall be entitled to select a parent representative to participate in the Special Education Community Advisory Committee to serve staggered terms in accordance with E.C. § 56191 for a period of at least two years. Selected parents will be the parent of a child with a disability. This group will advise the Charter SELPA Director on the implementation of the El Dorado County Charter SELPA Local Plan for Special Education in Charter Schools (“Local Plan”) as well as provide local parent training options in accordance with the duties, responsibilities and requirements of E.C. §§ 56190-56194.

Because of the geographic diversity anticipated within the El Dorado County Charter SELPA many meetings will be conducted through the use of teleconferencing or video conferencing.

IEP (Individualized Education Program): A plan that describes the child's current abilities, sets annual goals and instructional objectives, and describes the education services needed to meet these goals and objectives in accordance with E.C. § 56032.

IEP Team: A group of team members, as defined in Education Code § 56341, who meet for the purpose of determining student eligibility for special education and developing, reviewing, or revising a pupil's IEP and recommendations for placement.

LEA MEMBER RESPONSIBILITIES AND DUTIES:

Each LEA agrees that it is subject to the following nondelegable responsibilities and duties under this Agreement, all adopted SELPA policies and procedures, the Local Plan, and governing federal and state laws and regulations (collectively, LEA Member Obligations), compliance with which is a condition precedent to membership, and continuing membership, in the SELPA.

The LEA Member as a participant in the Local Plan shall perform the following and be exclusively responsible for all costs, charges, claims and demands arising out of or related to its own pupils and its respective programs operated by the LEA Member:

- A. Adhere to the Local Plan, Policies and procedures as adopted by the Charter CEO Council.
- B. Select, compensate and determine the duties of the special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates, Charter Schools may contract for these services;
- C. Conduct and/or contract those programs operated by the LEA Member in conformance with the Local Plan and the state and federal mandates;
- D. Organize and administer the activities of the IEP Teams, including the selection of the LEA Member staff and who will serve as members of the IEP Team in conformance with the Education Code Section 56341 and in compliance with the Local Plan;

- E. Organize and maintain the activities of the Resource Specialist Program in conformance with Education Code Section 56362; the Designated Instruction and Service in conformance with Education Code Section 56363; and Special Classes and Centers in conformance with Education Code Section 56364.1 and 56364.2; and in compliance with the Local Plan;
- F. Provide facilities as required to house the programs conducted by the LEA;
- G. Provide for the acquisition and distribution of the supplies and equipment for the programs conducted by the LEA Member;
- H. Provide and/or arrange for such transportation services as may be required to provide the special education programs specified that are conducted by the LEA Member;
- I. Cooperate in the development of curricula for the classes and the development of program objectives with the AU. Cooperate in the evaluation of the programs as specified in the Local Plan, with the AU;
- J. Cooperate in the development of the procedures and methods for communicating with the parents and/or legal guardians of the individuals served in conformance with the provisions of the Local Plan with the AU;
- K. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof. Provide for the continuous review of placements and the assessment procedures employed to insure their effectiveness and applicability, and insure the continued implementation and compliance with eligibility criteria;
- L. Provide for the integration of individuals educated under this agreement into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan;
- M. Conduct the review of individual placements requested by the parents and/or legal guardians of the individual in accordance with the Local Plan;
- N. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation;
- O. Designate a person to represent the LEA Member on the Charter Special Education Steering Committee to monitor the implementation of the Plan and make necessary recommendations for changes and/or modifications;
- P. Designate a representative for the LEA Member to serve on the Special Education Community Advisory Committee, in accordance with Education Code Section 56192-56193 and pursuant to the procedures established in the Local Plan;
- Q. Designate the LEA Member Superintendent/CEO or School Leader by whatever name designated to represent the LEA Member on the Charter CEO Council to supervise and direct the implementation of the Plan;
- R. Receive special education funding from El Dorado County in accordance with the Charter SELPA's Allocation and Budget Plan.
- S. It is understood that except as otherwise may be specifically agreed from time to time the RLA shall have no responsibility for the operation of any direct educational program service of any kind.
- T. Each LEA Member shall annually provide RLA with LEA Member's annual audit report, as conducted according to Education Code Section 47605(b)(5)(I). Annual submission shall be made annually, no later than January 31st. LEA Member further agrees to forward RLA copies of State Controller's Office communications regarding audit report corrective

actions and a corrected audit report, if applicable. Should an LEA Member be the subject of a FCMAT report (or other agency review) that indicates concern with inappropriate use of funds, financial insolvency concerns, or operational concerns, the LEA Member shall notify RLA and provide the RLA with a copy of the report.

- U. An LEA Member contracting for external Services, consistent with definition.... shall do so only with duly licensed and authorized entity or individual. The contract for Services executed by the LEA Member and the external consultant or contractor shall include a clause stating the contractor or consultant agrees to defend and indemnify the LEA Member, and the SELPA, RLA, the Superintendent, and other Indemnified Parties in response to any claim arising from the contractor's or consultant's actual or alleged failure to provide Services in conformity with these obligations.

With respect to external services and/or Student placements, the LEA Member shall affirmatively monitor, assess, and to the extent necessary, intervene or manage such external placements or Services in conformity to ensure that the LEA Member's Obligations to the Student are still being met.

AU/RLA DUTIES AND RESPONSIBILITIES:

Pursuant to the provisions of Education Code Section 56030 et seq., the AU shall receive and distribute regionalized service funds, provide administrative support, and coordinate the implementation of the El Dorado County Local Plan for Special Education in Charter Schools participating in the Charter SELPA. In addition, the AU shall perform such services and functions as required to accomplish the goals set forth in the plan. Such services include, but are not limited to, the following:

- A. Act as agent for Charters participating in the Plan as specified in the Local Plan. Receive, compile and submit required enrollment reports and compute all special education apportionments as authorized under Education Code Section 56836 et seq. Receive data from each LEA Member to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted. Receive the special education apportionments of Regionalized Services as authorized under Education Code Section 56836.02;
- B. Coordinate with LEA Member's in the development and implementation of a systematic method for referring and placing individuals with exceptional needs who reside in the Charter, including the methods and procedures for communication with the parents and/or guardians of the individuals according to procedures in the Local Plan;
- C. Coordinate the development and implementation of curriculum and program objectives and provide for continuous evaluation of the special education programs in accordance with the Local Plan;
- D. Coordinate the organization and maintenance of the Special Education Community Advisory Committee (CAC) as part of the responsibility of the AU to coordinate the implementation of the plan pursuant to Education

- Code Section 56030. Provide for the attendance of designated members of the AU's staff at all regularly scheduled Special Education Community Advisory Committee meetings;
- E. Coordinate community resources with those provided by LEA Member and the AU, including providing such contractual agreements as may be required;
 - F. Organize and maintain the Charter Special Education Steering Committee to monitor the operations of the Local Plan and make recommendations for necessary revisions, including, but not limited to:
 - 1. Monitoring the application of eligibility criteria throughout the Local Plan area;
 - 2. Coordinating the implementation of the transportation for special education pupils;
 - 3. Coordinating the system of data collection, management, and evaluation;
 - 4. Coordinating personnel development and curriculum development for special education, including alternative dispute resolution;
 - 5. Coordinating the identification, referral, assessment, instructional planning, and review procedures, including the communication with parents and/or legal guardians regarding rights and responsibilities for special education;
 - 6. Developing interagency referral and placement procedures; and,
 - 7. Evaluating the effectiveness of special education programs.
 - G. Support the Charter SELPA CEO Council by attendance and participation of the County Superintendent and/or designees at meetings;
 - H. Provide for regular inservice training for AU and LEA Member staff responsible for the operation and conduct of the Local Plan. Regular inservice training may also be provided to CAC representatives;
 - I. Provide the method and the forms to enable the LEA Member to report to the AU on student enrollment and program expenditures. Establish and maintain a pupil information system;
 - J. Provide reasonable assistance to the LEA Member upon request from LEA Member administration, or individual cases, including but not limited to:
 - 1. Complaint issues;
 - 2. Hearing issues; and
 - 3. Identification of appropriate programs for specific pupils.
 - K. Perform other services reasonable and necessary to the administration and coordination of the Plan;
 - L. Receive special education funding and distribute funds in accordance with the Charter SELPA Allocation and Budget Plan.
 - M. Schedule a public hearing at the El Dorado County Office of Education for purposes of adopting the Annual Service Plan and Budget Plan.

PROVISIONS OF THE AGREEMENT

- A. Consistent with this Agreement each LEA Member shall have full and exclusive authority and responsibility for classifying employment positions within their respective LEA Member.

- B. No LEA Member may enter into any agreement, MOU or other undertaking that would bind or limit independent decision making on the same or similar matters by any other LEA Member.
- C. The managerial prerogatives of any participating LEA Member shall not be infringed upon by any other participating LEA Member except upon mutual consent of an affected LEA Member(s), or unless as otherwise set forth by this Agreement.
- D. Any LEA Member may terminate its Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:
 1. Prior initial written notice of intended termination to the RLA of at least one year, and
 2. final written notice of termination to the RLA no more than six months after the LEA Member's initial notice of intended termination.

The RLA County Superintendent of Schools may terminate any LEA Member's Charter SELPA membership at the end of the fiscal year next occurring after having provided twelve months prior written notice as follows:

1. Prior initial written notice of intended termination to the LEA Member of at least one year, and
 2. final written notice of termination to the LEA Member no more than six months after the RLA's initial notice of intended termination.
- E. Funding received by a charter is subject to the elements of the allocation plan. The allocation plan is updated on an annual basis and approved by CEO council. Funding is subject to administrative fees, set-aside provisions, differentiated funding in year 1 and year 2, and potential recapture provisions if funds are not spent. All of these details are outlined in the allocation plan document. Participants agree by signing this document to agree to the provisions of the allocation plan.
 - F. In accordance with their needs the LEA Members and the AU in El Dorado County shall continue to manage and operate programs in their respective LEAs in accordance with Education Code Section 56172.
 - G. The Charter CEO Council shall have the responsibility and right to monitor and correct any special education matter which affects the Special Education Local Plan Area. The AU staff shall be responsible for coordinating and informing the governance structure on any such matter.
 - H. The LEA Members and the AU will maintain responsibility for program administration for the service they provide. All administrative requirements that govern that unit will be in effect regarding special education services. The Superintendent and/or Administrators of Special Education in each LEA Member and in the AU will be responsible for the daily operation of their respective programs.
 - I. The student program placement is and shall remain the responsibility of the respective LEA Member. Student admission and transfer shall be determined in accordance with the respective charter, SELPA and El Dorado County Board policies and the respective charter, SELPA and El Dorado County procedures established in accordance with the identification, assessment, instructional planning and placement set forth in the Local Plan. Nothing contained herein shall be interpreted as providing automatic transfer rights to parents or students. The charter

enrolling any pupil shall have the exclusive right to approve placement in any other agency. Each LEA of service shall have the right to determine if such LEA is able to provide a free, appropriate public education for the pupil.

- J. Supervision and other incidents of employment of special education staff will be the responsibility of the respective LEA Member or AU. Each LEA Member and the RLA shall have full exclusive and independent control over the development, change, implementation and application of all evaluation procedures their respective LEA Member or in the RLA as the case may be. All LEA Members shall have full and exclusive authority to recruit, interview, and hire special education staff as needed by such LEA Member to provide continuity and service to their special education students.
- K. The Charter Executive Committee shall review and make Allocation Plan recommendations. The Allocation Plan defines the distribution of funds within the SELPA. CEO Council shall approve all changes. There is a legal requirement for a public hearing and adoption of an annual service and budget plan. This shall be done annually by the El Dorado County Board of Education. This document shall be provided to the CEO Council as an information item.

WARRANTIES AND REPRESENTATIONS:

As a condition of membership, each LEA Member warrants and represents that at no time during such LEA Member's membership in the El Dorado County Charter SELPA shall any such LEA Member, directly or indirectly, provide special education funding for the benefit of a for-profit entity. All Funding provided through the El Dorado County Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA Member from expending funds for non-public agency or non-public school purposes for the benefit of children served.

STANDARD OF CONDUCT

Each LEA Member, at all times, shall conduct itself in such a manner as to act in the best interests of all other Charter SELPA members. LEA Members shall not engage in any activity or enterprise which would tend to injure or expose the Charter SELPA or any of its members to any significant risk of injury or any kind. No LEA Member shall undertake to independently act on behalf of the Charter SELPA or any of its members without express written authorization of the Charter SELPA.

RESERVATION OF RIGHTS

The RLA shall not be responsible for any LEA Member or Charter SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, each LEA Member agrees to defend, indemnify, and hold harmless the SELPA and its individual other Members, El Dorado County Office of Education, and the Superintendent, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or , demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arises in any manner from an actual or alleged failure by a LEA Member to fulfill one or more of the LEA Member's Obligations except to the extent that such suit arises from the RLA's negligence.

Further, the El Dorado County Charter SELPA shall be responsible for holding harmless and indemnifying the RLA for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from the RLA's negligence.

FULL DISCLOSURE

Except as otherwise prohibited by law, upon request by the Charter SELPA or any of its members, a Charter SELPA member shall provide any requested information, documents, writings or information of any sort requested without delay.


This revised agreement replaces the original participation agreement and is entered into for the 2010-11 fiscal year and, absent a new agreement or termination, continues each year thereafter.

Executed on this 19th day of May, 2011

CHARTER SCHOOL APPROVAL

ASPIRE Eres Academy


Date: 6-14-11



Elise Darwish, CEO
ASPIRE Eres Academy


EL DORADO COUNTY OFFICE OF EDUCATION APPROVAL

Date: _____



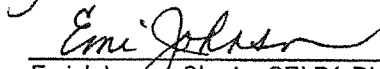
Vicki L. Barber, Ed.D., Superintendent
El Dorado County Office of Education

Date: 8/19/11



Terena Mares, Deputy Superintendent
El Dorado County Office of Education

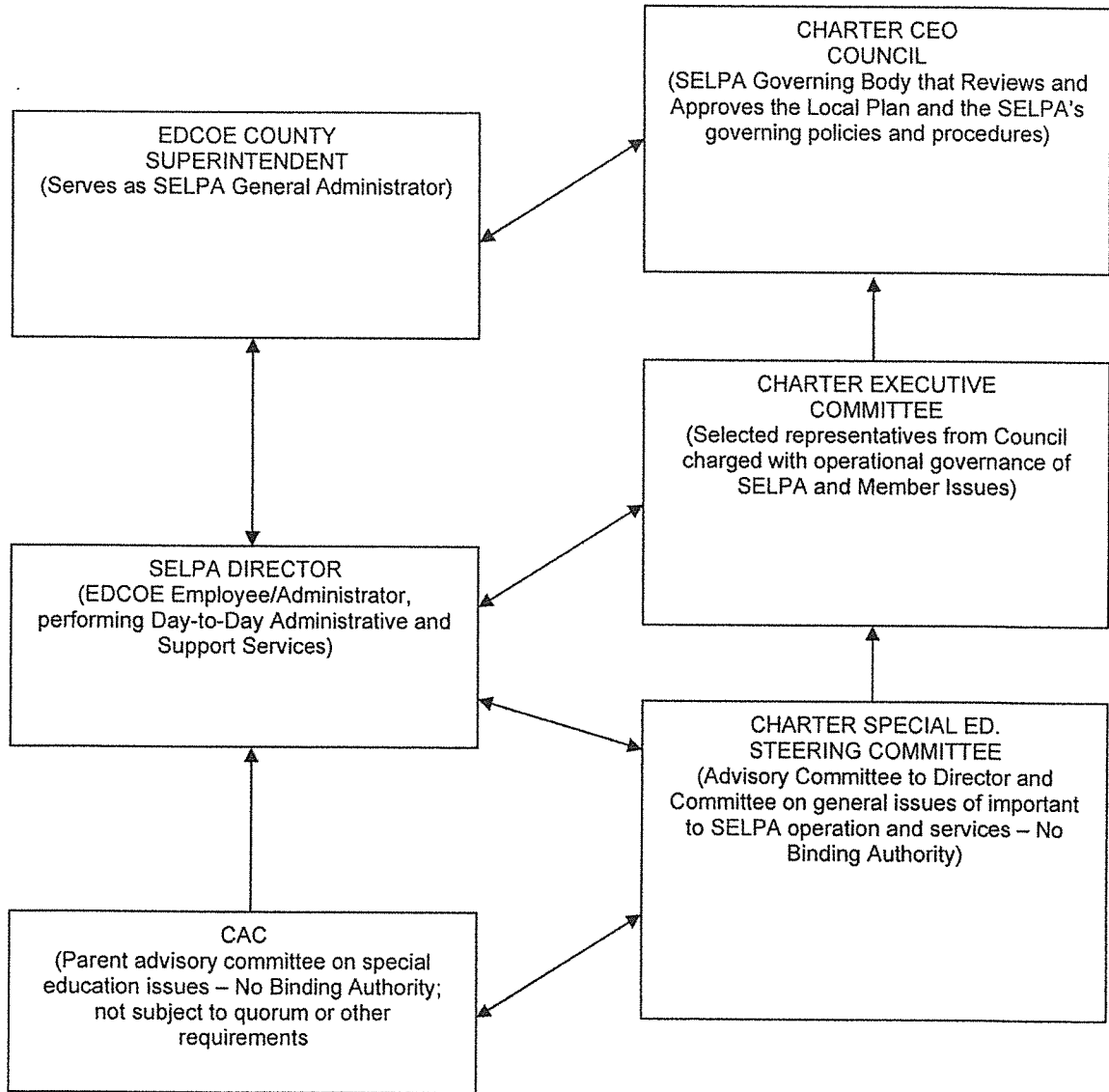
Date: 6-15-11



Emi Johnson, Charter SELPA Director
El Dorado County Office of Education

El Dorado County Charter SELPA

Charter Education SELPA Flow Chart



Appendix X:
Aspire Public Schools' Board of Directors Biographies

Jonathan Garfinkel, Board Chair, TPG Capital

Jonathan Garfinkel is a Partner of TPG, a global alternative asset investment firm. At TPG, he focuses on corporate development, compensation and human resources, having spent the majority of his career working on private equity transactions. He is a member of the Advisory Council of the Stanford Graduate School of Education, and has been actively involved in the LEAD Commission on digital learning. He holds a BA in Economics, an MBA and an M.Ed., all from Stanford University.

Jim Boyd, Executive Director, Pyramid Peak Foundation

From his work as a church leader to non-profit president to running a charitable foundation, Jim Boyd's career has been marked by his spirit of service. Since October 2011, he's been Executive Director of the Pyramid Peak Foundation in Memphis, focusing on public education and the challenges facing women. Jim studied political science at Vanderbilt University, attended Episcopal seminary in Washington, DC and was ordained in 1977. Prior to his work at The Pyramid Peak Foundation, Jim established urban ministries in Memphis, led churches in Fayetteville, NC and Salem, OR, and served as president of BRIDGES, a Memphis youth leadership organization.

Warren Felson, Private Investor

Warren Felson has been managing family investments since 2000. He lived in London from 1986 to 2009 where he was President of the commodity trading firm Gerald Metals, S.A., Managing Director of Drexel Burnham Lambert Ltd and ran a quantitative equity hedge fund. Prior to moving to London he was President of Metal Traders Inc. in New York. Mr. Felson was Chairman of the Governors and Financial Governor of Chelsea Community Hospital School, London, where he was also a volunteer teacher from 2003-2008. He has a Bachelor of Metallurgical Engineering from McGill University, Montreal, and an MBA with Distinction from Harvard Business School.

Nisa Frank, Lower School Division Head, Hamlin School

Nisa Frank is the Lower School Division Head at the Hamlin School, a K-8 girls school in San Francisco. In her current role, she is responsible for the growth, safety, and support of various constituencies, as well as programmatic growth in all-academic and social emotional curriculum. Over the past 15 years, she has spent most of her career in education in New York City where she has been an educator, director of admission, assistant head of preschool and lower school, faculty board member at the Town School in NYC, an active member of various committees dedicated to equity, and remains truly passionate about her role in ensuring that excellence in education is accessible to all. Nisa is a Bay Area native and was born and raised in Berkeley, CA and currently resides in Oakland. She holds a BS in Child and Adolescent Development from San Francisco State University, a MS Ed in Early Childhood Education from Bank Street College of Education, and an MS Ed in Private School Leadership from Columbia University, Teachers College.

Kay Hong, CEO, Torrid LLC

Kay Hong is the Chief Executive Officer of Torrid, a leading women's apparel retailer selling stylish apparel, intimates, accessories and footwear for curvy women sizes 10-30. Prior to Torrid, Kay served as Managing Director with Alvarez & Marsal, a global advisory firm, where she was a member of its

Executive Committee. At Alvarez & Marsal, Kay specialized in providing C-level interim management for retail companies in distress as well as leading performance improvement initiatives for financially healthy companies. She holds a BS from Stanford University and an MBA from Harvard Business School. She lives in the Los Angeles area.

Leslie Parker Hume, Historian

Leslie P. Hume is an active community volunteer in the San Francisco Bay Area, with a particular focus on education and the arts. For the past twenty years much of Leslie's volunteer service has been centered on Stanford University. She has served on a number of advisory councils; been active in the university's fundraising campaigns; and recently completed eleven years of service as a trustee of Stanford, chairing the board from 2008-2012. She currently co-chairs the Stanford Live Advisory Council and is a member of the Arts Advisory Council. Leslie also volunteers for Radcliffe College and is on the Dean's Advisory Council for the Radcliffe Institute. Previously, she served as either a member or chair of the board of the San Francisco Foundation, the Bay Area Discovery Museum, the Breakthrough Collaborative, and the San Francisco Day School. She earned her bachelor's degree from Radcliffe College in 1969, and a doctorate in history from Stanford University in 1979. Leslie is married to George H. Hume, the President and CEO of Basic American Foods. They have a son, Parker Hume, and a daughter, Lilah Hume.

Beth Hunkapiller, Educator & Administrator

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

Joaquin Torres, Deputy Director at the San Francisco Office of Economic and Workforce Development

Joaquin Torres is the Deputy Director at the San Francisco Office of Economic and Workforce Development where he leads Mayor Lee's Invest In Neighborhoods Initiative leveraging city resources across city departments to maximize positive economic and social impact in our neighborhoods. He is the President of the San Francisco Housing Authority Commission overseeing the historic rehabilitation re-envisioning of public housing. Joaquín also serves on the board of SPUR and the Board of Trustees for A.C.T. (American Conservatory Theatre). Prior to these appointments, Joaquin served as Director of the Mayor's Office of Neighborhood Services (MONS) under Mayor Edwin M. Lee. Under former Mayor Gavin Newsom, Joaquin served as the Liaison to the Latino and American Indian communities and to districts nine and eleven. Joaquin is a graduate of Stanford University and New York University's Tisch School of the Arts. He lives in the Outer Mission.

Appendix XI:
Aspire Public Schools' Proof of Tax-Exempt Status

Internal Revenue Service

Date: January 24, 2006

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

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

Person to Contact:

Ms. Lumpkins # 31-08344
Customer Service Representative

Toll Free Telephone Number:
877-829-5500

Federal Identification Number:
94-3311088

Dear Sir:

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

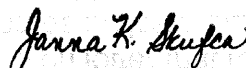
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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

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

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

Sincerely,



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

Appendix XII:
Aspire Public Schools' Articles of Incorporation, Bylaws,
and Conflict of Interest Code

2158316

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAR 19 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION
OF
UNIVERSITY PUBLIC SCHOOLS

A CALIFORNIA PUBLIC BENEFIT CORPORATION

ONE: The name of this corporation is University Public Schools.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purpose for which this corporation is organized is to manage, guide, direct and promote University Public Schools, charter public schools that provide quality education to California youth in pre-K, primary, and secondary grades.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is:

Don Shalvey
1564 Laurel Street
San Carlos, CA 94070

FOUR: (a) This corporation is organized and operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

(c) No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

Name	Address
Don Shalvey	131 Kelton Avenue, San Carlos, CA 94070
Reed Hastings	604 Lighthouse Avenue Santa Cruz, CA 95060
Bill Jackson	965 Mission Street, Suite 650 San Francisco, CA 94103

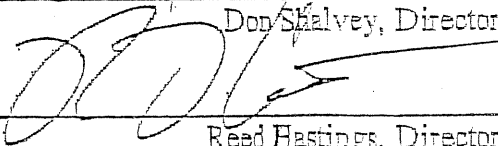
SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for educational purposes and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code.

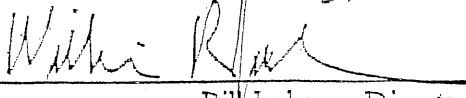
Date: 12/21/98



Don Shalvey, Director



Reed Hastings, Director



Bill Jackson, Director

We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.

Date: 12/21/98

Don Shafray
Don Shafray, Director

Reed Hastings
Reed Hastings, Director

Bill Jackson
Bill Jackson, Director



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.

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

Sayed Darwish
Secretary



A0604947

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

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

NOV 03 2003
KEVIN SHELLEY
Secretary of State

The undersigned certify that:

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

“The property of this corporation is irrevocably dedicated to charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and no part of the net income or assets of this organization shall inure to the benefit of any private person. Upon the dissolution of the corporation, its assets remaining after payment, or provisions for payment, of all debts and liabilities of this corporation, shall be distributed to a non-profit fund, foundation, or corporation which is organized and operated exclusively for charitable and educational purposes meeting the requirements for exemption provided by section 214 of the Revenue and Taxation Code and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code.

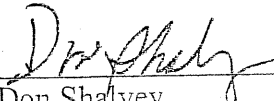
“If this corporation holds any assets in trust, or the corporation is formed for charitable purposes, such assets shall be disposed of in such manner as may be directed by decree of the superior court of the county in which the corporation has its principal office, upon petition therefor by the Attorney General or by any person concerned in the liquidation, in a proceeding to which the Attorney General is a party.”

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.


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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 May 15, 2003.



Don Shalvey
Chief Executive Officer



Gloria Lee
Secretary



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

ARTICLE 1: OFFICES

Section 1.1 Principal Office

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

Section 1.2 Other Offices

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

ARTICLE 2: OBJECTIVES AND PURPOSES

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

ARTICLE 3: DEDICATION OF ASSETS

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

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

ARTICLE 4: NO MEMBERS

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

ARTICLE 5: DIRECTORS

Section 5.1 Powers

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

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

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

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

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

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

Section 5.2 Number of Directors

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

Section 5.3 Term of Office; Election.

- (a) The Directors shall each serve until the later of June 30th of the final year of their term, or the date his or her successor is elected. A term may not exceed four (4) years. A Director may choose and be elected to serve another term and may not serve more than two consecutive terms.
- (b) Directors shall be elected by a majority vote of the Directors at a Board meeting, including the vote(s) of any Director whose term of office expires with that meeting.

(c) The Chairperson of the Board shall be selected by a majority vote of the Directors at the last meeting of the fiscal year. The Chairperson shall serve a four (4) year term and may only serve one term.

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

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

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

Section 5.4 Compensation of Directors

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

Section 5.5 Restriction on Employee Directors

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

Section 5.6 Non-Liability of Directors

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

Section 5.7 Contracts with Non-Director Designated Employees

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

Section 5.8 Compliance with Laws Governing Student Records

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

Section 5.9 Non-Discrimination

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

ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 6.1 Place of Meetings

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

Section 6.2 Meetings

All meetings of the Board of Directors shall be called, noticed and held in compliance with the provisions of the Ralph M. Brown Act. The Board of Directors shall meet at least four (4) times a year for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. Meetings shall be held at a time, date and place as may be specified and noticed by the Board of Directors.

Section 6.3 Regular Meetings

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

Section 6.4 Special Meetings

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

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

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

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

Section 6.5 Quorum

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

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

Section 6.6 Telephone Conference Meetings

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

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

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

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

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

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

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

Section 6.7 Adjournment

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

ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 7.1 Place of Board of Directors Meetings

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

Section 7.2 Meetings by Telephone or Other Telecommunications Equipment

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

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

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

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

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

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

Section 7.3 Regular Meetings

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

Section 7.4 Authority to Call Special Meetings

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

Section 7.5 Notice of Meetings

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

Section 7.6 Waiver of Notice and Consent to Hold Meetings

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

Section 7.7 Action Without Meeting

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

ARTICLE 8: COMMITTEES

Section 8.1 Committees of Directors

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

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

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

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

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

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

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

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

Section 8.2 Executive Committee

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

Section 8.3 Compensation Committee and Compensation Review

At any time this Corporation compensates its CEO or CFO, the Corporation shall have a Compensation Committee consisting of at least three (3) Directors and exclusively of Directors. The Compensation Committee shall review the compensation of the CEO and CFO, as well as of such other Officers of the Corporation as the Compensation Committee determines appropriate. This review shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation. Based on

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

Section 8.4 Audit Committee

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

Section 8.5 Advisory Committees

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

Section 8.6 Meeting and Action of Committees

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

ARTICLE 9: OFFICERS

Section 9.1 Officers

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

Section 9.2 Election of Officers

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

Section 9.3 Removal of Officers

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

Section 9.4 Resignation of Officers

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

Section 9.5 Vacancies in Office

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

Section 9.6 Responsibilities of Officers

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

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

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

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

ARTICLE 10: RECORDS AND REPORTS

Section 10.1 Maintenance of Articles and Bylaws

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

Section 10.2 Maintenance of Other Corporate Records

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

Section 10.3 Inspection by Directors

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

Section 10.4 Annual Report

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

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

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

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

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

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

(f) Any other information required under these Bylaws.

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

Section 10.5 Financial Audit

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

ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 11.1 Right to Indemnification

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

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

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

Section 11.2 Insurance

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

ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 12.1 Contracts with Directors and Officers

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

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

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

Section 12.2 Loans to Directors and Officers

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

ARTICLE 13: FISCAL YEAR

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

ARTICLE 14: AMENDMENTS

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

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Section 15.1 Construction and Definitions

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

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

Section 15.2 Electronic Transmission

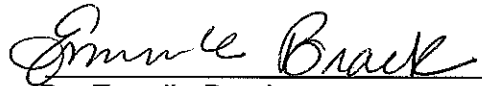
Subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written", and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means and may include electronic transmissions,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

CERTIFICATE OF SECRETARY

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

That the foregoing Amended and Restated Bylaws consisting of sixteen (16) pages were adopted as the Bylaws of the Corporation by the Directors of the Corporation on February 25, 2016, and the same do now constitute the Bylaws of said Corporation.

IN WITNESS WHEREOF, I have hereunto subscribed my name this on February 25, 2016.

A handwritten signature in cursive script that reads "Emmile Brack". The signature is written in black ink and is positioned above a horizontal line.

By: Emmile Brack
Its: Corporate Secretary

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS

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

Members of the Board and the Chief Executive Officer must file their statements of economic interests electronically with the **Fair Political Practices Commission**. All other individuals holding designated positions must file their statements with **Aspire**. All statements must be made available for public inspection and reproduction under Government Code Section 81008.

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS
APPENDIX A
DESIGNATED POSITIONS

<u>Designated Positions</u>	<u>Disclosure Categories</u>
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Operating Officer	1, 2
General Counsel	1, 2
Chief of Staff	1, 2
Chief People Officer	2
Chief Schools Officer	1, 2
Chief Academic Officer	2
Area Superintendent	1, 3
Associate Superintendent	3
Director of Finance	2
Director of Facilities	1, 2
Vice President – People	2
Vice President – Education	2
Vice President – Advancement	2
Director of Employee Relations	3
Director of Technology Operations	3
Senior Director Data & Systems	2
Director of Operations	1, 2
Senior Director of Special Education	3
Director of Student Services	3
Financial Analyst	2
Finance Manager	3
Principals	3
Consultants/New Positions	*

*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure requirements in this conflict of interest code subject to the following limitation:

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

**CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS**

The following positions are NOT covered by the code because they must file under Government Code Section 87200 and, therefore, are listed for informational purposes only:

- Chief Financial Officer
- Controller

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe that their position has been incorrectly categorized. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

CONFLICT OF INTEREST CODE FOR THE
ASPIRE PUBLIC SCHOOLS
APPENDIX B
DISCLOSURE CATEGORIES

Category 1: Interests in real property of the type and legal designation that can be utilized for public school use within the jurisdiction or located within two miles of an existing school.

Category 2: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by Aspire Public Schools.

Category 3: Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources that are engaged in the performance of work, training, consulting or services, or sources that manufacture or sell supplies, instructional materials, machinery, equipment or vehicles, of the type utilized by the designated position's department. For the purposes of this category, the term department refers to the specific area of responsibility for the following positions: Area Superintendent, Associate Superintendent, Director of Employee Relations, Director of Technology Operations, Senior Director of Special Education, Director of Student Services and Finance Manager. For the purposes of this category, a Principal's department is his or her entire school.

Appendix XIII:
Aspire Public Schools' Uniform Complaint Procedures

UNIFORM COMPLAINT POLICY

The Board of Directors of Aspire Public Schools (“Aspire”) recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees^{1,2}, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer
c/o Regional Manager of Student Services
Insert Regional Office Address here
Insert Regional Office Phone and Fax Number here

Any pupil fees complaint should be filed with the principal of a school.

¹ A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

² A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

ASSURANCES

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of those involved.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates its General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

INITIATION OF COMPLAINT

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Investigation document and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the

complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. If requested, the Area Superintendent for Student Services or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services' written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education (CDE). The appeal to the CDE must include a copy of the originally filed complaint and a copy of our decision.

MEDIATION

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint.



College for Certain

UNIFORM COMPLAINT PROCEDURES FORM

Last Name _____ First Name _____
Student Name (if applicable) _____ Grade _____
Address _____ Apt. # _____
City _____ State _____ Zip Code _____
Home Phone _____ Cell Phone _____ Work Phone _____
Email Address _____

Date of Alleged Violation _____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- | | | |
|---|--|--|
| <input type="checkbox"/> Child Nutrition | <input type="checkbox"/> Consolidated Categorical Aid | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Foster/Homeless | <input type="checkbox"/> Pupil Fees for Educational Activities | <input type="checkbox"/> After School Education/Safety |
| <input type="checkbox"/> School Safety Plans | <input type="checkbox"/> Local Control Accountability Plan | <input type="checkbox"/> Physical Education Minutes |
| <input type="checkbox"/> No Child Left Behind | <input type="checkbox"/> Every Student Succeeds Act | <input type="checkbox"/> Migrant Education |
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- Sex Sexual Orientation Gender Gender Identity Gender Expression Ancestry
 Ethnic Group Identification Race or Ethnicity Religion Nationality National Origin Age
 Color Mental or Physical Disability Lactating Student
 Association with a person or group with one or more of the actual or perceived categories listed above

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.

Regional Office Contact Information:

- Bay Area (EPA, Oakland, Richmond): 510.434.5000
 Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903
 Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000

1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you attempted to discuss your complaint with any Aspire Public Schools personnel? If so, with whom and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. Yes ___ No ___

Signature _____

Date _____

Mail, email or deliver your complaint/documents to your regional office:

Uniform Complaint Officer
c/o Regional Manager of Student Services
Insert Regional Office Address here
Insert Regional Office Phone and Fax Number here

Appendix XIV:
Aspire Public Schools' Discrimination and Harassment
Policy



Discrimination/Harassment Policy

Aspire Public Schools (“Aspire”) shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire’s programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

The Board of Directors (the “Board”) shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards shall be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire’s “Discrimination/Harassment Complaint Procedure.” Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire’s “Discrimination/Harassment Complaint Procedure.”

Aspire’s “Discrimination/Harassment Policy” and the “Discrimination/Harassment Complaint Procedure” will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.



Discrimination/Harassment Complaint Procedure

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

How to File a Complaint

Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

Procedures

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
 - The student who is complaining
 - The person accused
 - Anyone who saw the incident or conduct take place
 - Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - The Chief Executive Officer or designee
 - The parent/guardian of the student who complained
 - The parent/guardian of the person accused of the discrimination or harassing conduct
 - The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - Child protective agencies responsible for investigating child abuse reports
 - Legal counsel for Aspire
4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
 5. In reaching a decision about the complaint, the principal or designee may take into account:
 - Statements made by the persons identified above
 - The details and consistency of each person's account
 - Evidence of how the complaining student reacted to the incident
 - Evidence of past instances of discrimination or harassment by the accused person
 - Evidence of past complaints
 6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
 - How the misconduct affected one or more students' education
 - The type, frequency, and duration of the misconduct
 - The number of persons involved
 - The age and sex of the person accused of harassment
 - The subject(s) of harassment
 - The place and situation where the incident occurred
 - Other incidents at the school, including incidents of discrimination/harassment
 7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.
 8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.
 9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Appendix XV:
The Charter School's Principal Biography



Jenna Ogier, Principal, ERES Academy

For the last twelve years, Jenna Ogier has been a social justice educator working specifically to close opportunity gaps. She has served as an elementary teacher, lead teacher, mentor teacher, Dean of Students, and Assistant Principal. Her guided reading classroom videos were featured on the Teaching Channel, and she also co-directed the PALS Literacy Initiative- a partnership between ASPIRE and Oakland Unified School District to collaborate and share Balanced Literacy practices.

Principal Ogier studied Sociology and American Studies at UC Berkeley, and later returned to her alma mater to attend the Principal Leadership Institute in the Graduate School of Education. She received her Master's Degree in Administration and a preliminary administrative credential.

18-19 is the second year that Principal Ogier has been at ERES Academy. During her first year as Principal, she led the school to create a safe, strong, and joyous student culture and community. Additionally, she established a School Site Council and English Language Advisory Committee to increase family voice and input. Principal Ogier also led the implementation of Eureka Math, a CCSS aligned math curriculum for TK-8th grade.

Appendix XVI:
Aspire Public Schools Student Learning Framework

Aspire Student Learning Framework (SY 2018-19)

A tool to support student learning and educator development at Aspire Public Schools



What is the purpose of the Student Learning Framework?

The Aspire Student Learning Framework (ASLF) was created to support student learning and educator development at Aspire. Adapted from TNTP's CORE Teaching Rubric, the ASLF is grounded in three instructional principles:

1. An explicit focus on student academic behaviors
2. Alignment of instructional activities (ie. student task) to rigorous content standards
3. Culturally Responsive Teaching

What are the key components of the rubric?

- The rubric includes five discrete **domains**: Culture of Learning, Essential Content, Academic Ownership, Demonstration of Learning, and Culturally Responsive Teaching
- **Essential questions** that are the core questions to answer about the particular domain. In an effective teacher's classroom, the answer to each essential question is "yes."
- **Descriptor language** in each domain is used to differentiate five levels of performance. Descriptors focus on observable student actions and responses.
- **Core Teacher Skills**: A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each domain. After each observation, we recommend that teachers and observers identify one or two Core Teacher Skills (or identify a skill not listed) to prioritize for the next coaching cycle.

How was the rubric developed?

- After reviewing several research-based rubrics from high-performing CMOs, districts, and other sources, TNTP's Core Teaching Rubric was selected as a foundation for the Aspire Student Learning Framework based on its focus on observable student academic behaviors, alignment with Common Core and other rigorous content standards, and alignment with Hammond's Ready for Rigor Framework.
- A guiding team of regional Aspire leaders and an advisory team of teachers and administrators provided input on TNTP's original rubric and crafted the Culturally Responsive Teaching domain to align with Aspire values and instructional priorities.
- In this version of the rubric, descriptor language and core teaching skills have been coded to illustrate alignment between the rubric and culturally responsive teaching practices.

How does the rubric support culturally responsive teaching practices?

Although there are many ways to approach culturally responsive teaching, we have chosen the four practice areas from Zaretta Hammond's [Ready for Rigor Framework](#) as a guide to highlight alignment with the rubric domains. Elements of the rubric that directly align with the Ready for Rigor Framework are tagged according to the key at the bottom of each page.

What are the general performance descriptor percentages?

Aspire educators have calibrated on the following suggested percentages related to common descriptor language in the domains - "Does not" = 1-24%, "Some" = 25-59%, "Most" = 60-84%, "All/Almost all" = 85-100%. While these percentages are intended to offer general guidance to educators regarding equitable application of the rubric, they are not "set in stone" - observers are encouraged to use appropriate discretion in applying the framework language to serve both students and teachers.

CULTURE OF LEARNING *Are all students engaged in the work of the lesson from start to finish?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Very few or no students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Very few or no students follow behavioral expectations and/or directions</p> <p>Students do not execute transitions, routines and procedures in an orderly manner. (CL)</p> <p>Students are left without work to do for a significant portion of the class period. (CL)</p>	<p>Some students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Some students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner only some of the time and/or require substantial direction from the teacher. (CL)</p> <p>Students are idle while waiting for the teacher or left with nothing to do for one or two minutes at a time. (CL)</p>	<p>Most students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>Most students follow behavioral expectations and/or directions</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. (CL)</p> <p>Students are idle for short periods of time (less than one minute at a time) while waiting for the teacher to provide directions, when finishing assigned work early, or during transitions. (CL)</p>	<p>All or almost all students complete instructional tasks, volunteer responses and/or ask appropriate questions.</p> <p>All or almost all students follow behavioral expectations and/or directions.</p> <p>Students execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. (CL)</p> <p>Class has a quick pace and students are engaged in the work of the lesson from start to finish. Students who finish assigned work early engage in meaningful learning without interrupting other students' learning. (CL)</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher. (CL)</p> <p>Students demonstrate a sense of ownership of behavioral expectations by holding each other accountable for meeting them. (CL)</p>

Core Teacher Skills: Culture of Learning

Maintaining High Behavior Expectations

- Providing specific, concrete, sequential, and observable directions for behavior and academics
- Addressing all negative and off-task student behavior immediately and in a way that does not slow or disrupt lesson momentum
- Issuing logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior
- Using voice and presence to maintain authority and convey caring for students (LP)
- Investing time in knowing individual students and in forming relationships to best support their learning (LP)
- Developing an active interest in students' well-being and demonstrating that interest through his/her engagement with students

Maximizing Instructional Time

- Using efficient techniques for starting and ending lessons
- Using efficient routines and procedures
- Responding to student requests without interrupting instruction
- Planning for and providing work for students to "say yes to" and using strategies to maintain a quick pace throughout the lesson

ESSENTIAL CONTENT *Are all students working with content aligned to the appropriate standards for their subject and grade?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>The lesson does not focus on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most of the activities students engage in are not aligned to the stated or implied learning goal(s) or to each other.</p> <p>Instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson partially focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Only some activities students engage in are aligned to the stated or implied learning goal(s).</p> <p>Some instructional materials students use, such as texts, questions, problems, exercises and assessments, are not appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>Most activities students engage in are aligned to the stated or implied learning goal(s) are well-sequenced and move students toward mastery of the grade-level standard(s) and/or IEP goal(s).</p> <p>Most instructional materials students use, such as texts, questions, problems, exercises and assessments, are appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>The lesson focuses on content that advances students toward grade-level standards or expectations and/or IEP goals.</p> <p>All activities students engage in are aligned to the stated or implied learning goal(s) and are well-sequenced and build on each other to move students toward mastery of the grade-level standard(s) and/or IEP goals.</p> <p>All instructional materials students use, such as texts, questions, problems, exercises and assessments, are high-quality and appropriately demanding for the grade/course and time in the school-year, based on guidance in the standards and/or students' IEP goals (ex. Lexile level and complexity of text).</p>	<p>All descriptors for Proficient are met, and the following evidence is demonstrated:</p> <p>Students make connections between what they are learning and other content across disciplines.</p> <p>Students independently connect lesson content to real-world situations.</p>

Core Teacher Skills: Essential Content

Planning and Delivering Lessons Effectively

- Allocating instructional time to address the most important content for the grade or course
- Developing and clearly communicating a well-framed, standards-aligned and appropriately rigorous objective to describe the goal(s) of the lesson
- Teacher delivers lesson content clearly, accurately, and with coherence. No inaccurate information is conveyed.
- Developing and/or using appropriately demanding instructional materials, such as texts, questions, problems, exercises and assessments
- Developing a vision for student success and standards-aligned, big goal(s) that are ambitious, measurable and appropriate for all students
- Developing and/or using a long-term, sequential plan that leads to mastery of the most important content for the grade or course
- Developing and/or using daily lesson activities that are well sequenced and move students toward mastery of grade-level standards
- Developing and providing accommodations and modifications as needed to ensure all students are able to attain learning goals
- Considering students' IEP goals and other specific learning needs in developing learning goals and preparing lessons (where applicable)
- Anticipating common student misunderstandings given the content, and ensuring strategies are in place to overcome those misunderstandings

Note to observers: *When assessing the content of the lesson, your goal is to first examine what students are being asked to do during the lesson, and with what materials. Then, compare this to the expectation of the relevant Common Core or state standard for that particular subject/grade to assess whether or not the students are working with appropriately rigorous content.*

ACADEMIC OWNERSHIP *Are all students responsible for doing the thinking in this classroom?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Students complete very little of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving; the teacher completes all or almost all of the cognitive work. (IP)</p> <p>Very few or no students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond negatively to their peers' thinking, ideas, or answers.</p> <p>No students or very few students try hard to complete challenging academic work or answer questions.</p>	<p>Students complete some of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, but the teacher or a very small number of students complete most of the cognitive work. (IP)</p> <p>Some students provide meaningful oral or written evidence to support their thinking.</p> <p>Students do not respond to their peers' thinking, ideas, or answers, or do not provide feedback.</p> <p>Some students try hard to complete challenging academic work and answer questions.</p>	<p>Most students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson the teacher completes some of the cognitive work (i.e.: expands on student responses) that students could own. (IP)</p> <p>Most students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to their peers' thinking, ideas or answers, and provide feedback to their classmates.</p> <p>Most students try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All or almost all students complete an appropriately challenging amount of the cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson. The teacher rarely finishes any of the cognitive work that students could own. (IP)</p> <p>All or almost all students provide meaningful oral or written evidence to support their thinking.</p> <p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p> <p>All or almost all students consistently try hard to complete academic work and answer questions, even if the work is challenging.</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students synthesize diverse perspectives or points of view during the lesson.</p> <p>Students independently show enthusiasm and interest in taking on advanced or more challenging content.</p>

Core Teacher Skills: Academic Ownership **Maintaining High Academic Expectations**

- Promoting student persistence to get correct, defended responses
- Using an appropriate tone when responding to student answers
- Requiring that students use complete sentences, correct grammar and academic language

Building Thinking Skills

- Structuring and delivering lesson activities so that students do an appropriate amount of the thinking required by the lesson
- Posing questions or providing lesson activities that require students to cite evidence to support their thinking
- Providing opportunities for students to respond to and build on their peers' ideas
- Providing support necessary for students to complete instructional tasks requiring higher-order thinking skills

CRT Key: Awareness (A), Learning Partnerships (LP), Information Processing (IP), Community of Learners (CL)

DEMONSTRATION OF LEARNING *Do all students demonstrate that they are learning?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Questions, tasks or assessments do not yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have very few or no opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Very few or no students demonstrate how well they understand lesson content and their progress toward learning goals.</p> <p>Student responses, work and interactions demonstrate that most students are not on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that only partially allow the teacher to assess students' progress toward learning goals.</p> <p>Students have few opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Some students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that some students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals.</p> <p>Students have some opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>Most students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.</p> <p>Student responses, work and interactions demonstrate that most students are on track to achieve stated or implied learning goals.</p>	<p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p> <p>Students have extensive opportunities to express learning through academic writing and/or explanations using academic language. (A)</p> <p>All students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. (A)</p> <p>Student responses, work and interactions demonstrate that all or almost all students are on track to achieve stated or implied grade-level and/or IEP aligned learning goals.</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Students self-assess whether they have achieved the lesson objective and provide feedback to the teacher. (A)</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.(A)</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice. (A)</p>

Core Teacher Skills: Demonstration of Learning

Leading Instruction

- Conveying or providing accurate content and all content necessary for students to achieve the learning goal(s)
- Using explanations of content that are clear, coherent and support student understanding of content
- Differentiating instruction as needed in response to student learning needs, including enrichment and extra support

Checking for Understanding of Content

- Accurately checking for whether students understand the key content needed to master the lesson at key moments in the lesson (e.g. during direct instruction, before independent practice, at a transition and with an exit ticket at the end of a lesson)
- Developing and/or using informal and formal assessments that yield useable data on students' progress toward grade-level standards

Responding to Student Misunderstanding

- Providing feedback that affirms correctly understood content and student progress toward the lesson objective, and clarifies misunderstood content
- Recognizing the root of student errors and re-teaching or re-framing content to address the underlying cause of student misunderstanding

Note to observers: *Your goal is to examine what students produce throughout the lesson and to assess the extent to which all students receive the opportunity to demonstrate their learning and the extent to which all students make progress towards learning goals. This includes students' oral responses and written work and should reflect most students, not just a sampling*

Culturally Responsive Teaching *Are all students and their communities valued for their individual and collective strengths?*

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	PROFICIENT	SKILLFUL
<p>Class does not exhibit a familial warmth and no evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students get little or no opportunity to feel their identity, experience, and culture is valued by the teacher and it is not reflected in the learning environment.</p> <p>Little or no explicit focus on building rapport or trust, emotional support is limited, and instructional scaffolding is ineffective. (LP)</p>	<p>Class somewhat exhibits a familial warmth and some evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Students have few opportunities to feel their identity, experience, and culture is valued by the teacher and is somewhat reflected in the learning environment.</p> <p>Some focus on building rapport or trust, some emotional support is provided, and instructional scaffolding is somewhat effective. (LP)</p>	<p>Most of the class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>Most of students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>Most students respond to instructor being a warm demander, emotional support is evident, and instructional scaffolding is effective. (LP)</p>	<p>Class exhibits a familial warmth and evidence exists of intentional and culturally relevant social-emotional learning.</p> <p>All students feel their identity, experience, and culture is valued by the teacher and it is reflected in the learning environment.</p> <p>All students respond to instructor being a warm demander due to emotional support and instructional scaffolding to move towards learner independence. (LP)</p>	<p>All descriptors for Proficient are met, and at least one of the following types of evidence is demonstrated:</p> <p>Student interactions are caring and supportive of each other's social-emotional growth. With minimal teacher support, students use proactive social-emotional language and conflict resolution strategies to manage conflicts and relationships.</p> <p>Teacher actively seeks to learn about the contexts and cultural backgrounds/experiences of individual and groups of students, in order to build alliances and bridges across similarities and difference. (A)</p>

Core Teacher Skills: Culturally Responsive Teaching

Instruction

- Develop meaningful relationships that promote mutual trust and academic risk-taking
- Use local language and cultural knowledge as a foundation for the rest of the curriculum
- Explicitly teach the knowledge and behaviors that play a role in a person's success within the school culture while still validating students' culture and home language
- Help students make connections between what they are learning in school and their personal experiences
- Value multiple perspectives of historic and current events

Habits of Mind & Attitudes

- Cultivate habits of mind to actively address equity issues, such as checking implicit bias, practicing social-emotional awareness, and holding an inquiry stance regarding the impact of our interactions on students
- Is aware and reflects on key personal triggers that cause them to move up the ladder of inference
- Collaborate with a diverse range of educators to solicit multiple perspectives and deepen understandings of how systems of oppression impact students and families

Appendix XVII:
The Charter School's Sample School Site Safety Plan



Aspire ERES Academy

COMPREHENSIVE SCHOOL SAFETY PLAN

2018-2019 SCHOOL YEAR

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INTRODUCTION

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire’s policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training regarding the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

SCHOOL SAFETY COMMITTEE

The undersigned members of the Aspire ERES Academy Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan. **(Each site is required to form a Safety Committee within the first 1 month of school. The safety committee must be, at a minimum, comprised of the following members. The purpose of listing the safety committee is to show that the school has thought through all the various aspects of emergency preparedness involving various stakeholders at the site.)**

Principal (Designee) - Jenna Ogier - Marangella

Teacher - Zoe Henion

Parent - Elvira Iniguez

Classified Employee - Building Manager, Percy Garcia

Afterschool Director - Maribeth Chao

Schedule of School Safety Committee Meetings

- Minimum of 1 meeting per year.
- Please pre-populate the schedule (can be modified later on)
- One meeting must be at the beginning of the school year in order to review Emergency Preparedness for the year as a team
- Afterschool Director must take part in these meetings
- Once team meets, please sign under “Signature of Designee” on printed hard copy kept at the school

Date	Time	Description of Meeting	Signature of Designee
9/7	1:30 PM	Review and complete the Aspire ERES Comprehensive School Safety Plan for 18-19	
9/21	2:00 PM		

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours

- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office

- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other

schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information:

- Name
- His/her purpose for entering school grounds
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering on campus. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with "Megan's Law", the principal or designee shall notify parents/guardians annually of the availability of information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting police stations and sheriff offices or by calling a 900 toll-free number. Now, information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender

may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders. NOTE: Pursuant to California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

A wealth of information is available from various government and private organizations regarding this topic. That information is accessible via the following websites to include but not limited to:

The Department of Homeland Security (DHS): <http://www.dhs.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov>, <http://www.ready.gov>.

Federal Communications Commission (FCC): <http://www.fcc.gov>.

The United States Department of Education (USDE): <http://www.rems.ed.gov>.

California Office of Emergency Services (OES): <http://www.calema.ca.gov>.

California Department of Education (CDE): <http://www.cde.ca.gov>.

Urban Area Security Initiative grant program Houston, TX: <http://www.readyhouston.tx.gov>.

American Red Cross: <http://www.redcross.org>

Pacific Gas and Electric Company (PG&E): <http://www.pge.com>.
Response Options ALICE Training Institute: <http://www.alicetraining.com>
D-Prep LLC: <http://www.dprep.com>

What follows is information taken from the aforementioned resources and incorporated into selected topics which are necessary components for the development of a comprehensive safety program that satisfies the mandates of the CDE.

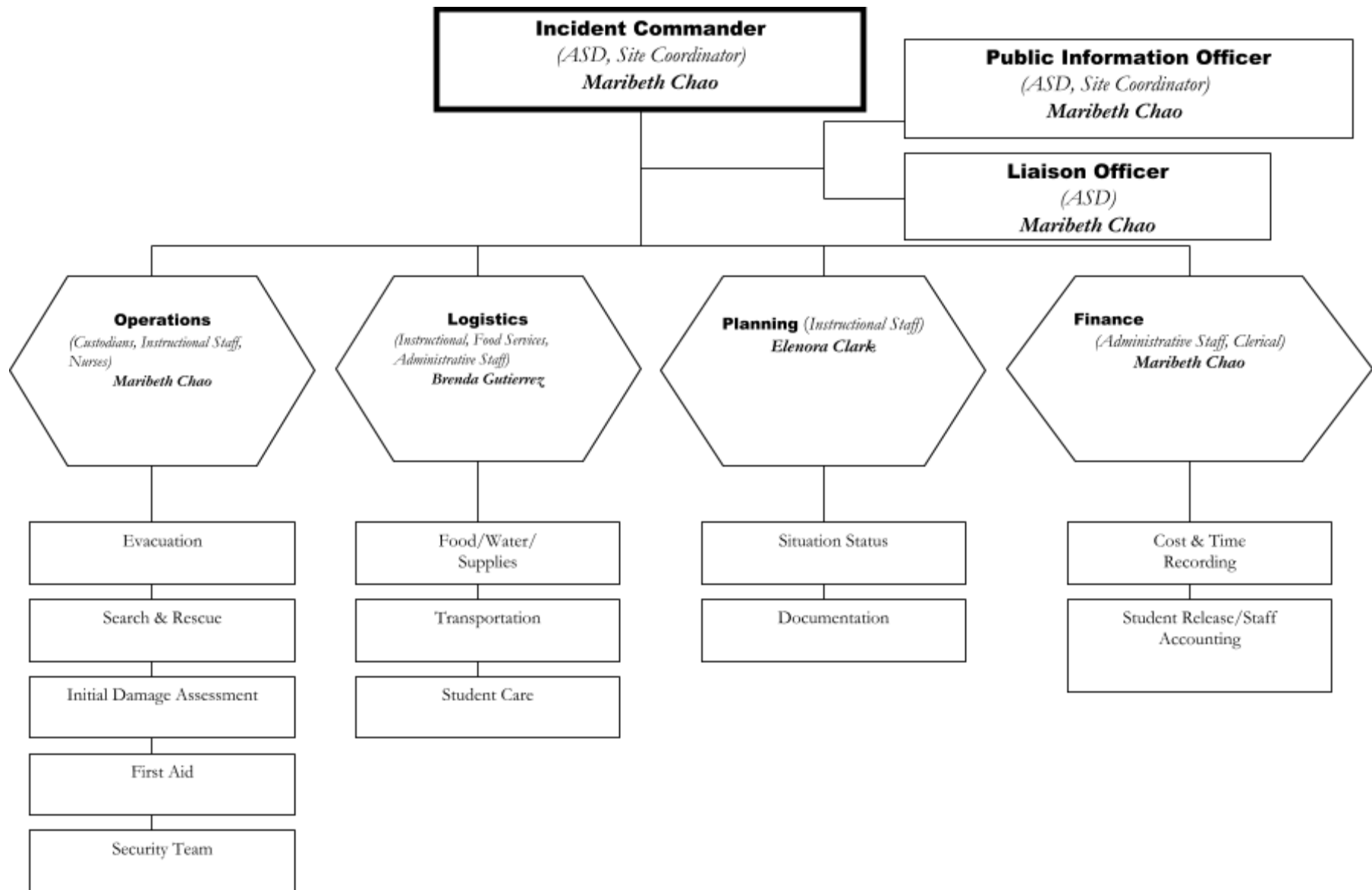
Incident Command System – For Day Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



Incident Command System – For Afterschool Program

Please fill out the following Incident Command System by assigning staff members to certain roles in case of emergency. Responsibilities for each role can be found in the chart and table below. Please include an alternate for each role as well as each staff member's phone number for use in emergency. Note: the same staff member may hold multiple roles as long as an alternate is identified.



Role	Role Definition and Responsibilities
Incident Commander	Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Accounts for all students and staff. Assesses the situation and requests resources. Determines when emergency operations cease. Prepares a report to the Superintendent.
Public Information Officer	This person serves as the primary contact between the media and the school relating to the incident or event and is a member of the Command Staff. Refers media inquiries to the District PIO, if unavailable, prepares statement.
Liaison Officer	Controls all internal communications. Posts and maintains status information.
Operations	In charge of response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.
Planning	Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners.
Logistics	Ensures the provision of resources for the on site response effort. Include procurement, delivery and deployment of resources.
Finance	Supervises accounting and documentation.

Staff Responsibilities

In the event of an EAS announcement/alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate or shelter in place.
- Following evacuation procedures check the building to ensure that all students, personnel and visitors have left 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 communication at a nearby residence or business.
- Give directions to police in search clearing procedures and take full responsibility for search.
- Coordinate supervision of students and all clean-up or security efforts.

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students' emergency cards.

Office Manager

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers

- Shut off the valves for gas, water, electricity and air conditioning (if necessary).
- Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

- Should assist teachers working with students to keep them safe, orderly and comfortable.
- Be on call for Administrators' requests.

Community Council

In advance of emergencies, the Community Council should ensure emergency supplies are properly stocked and stored. Per FEMA and the American Red Cross, emergency supplies should include enough food and water to sustain at least 10% of students and staff for no less than 72 hours. Quantities are dependent on the number of children versus adults, those with special needs, hot or cold climates, etc. Recommended amounts per person may be found on FEMA's website at <http://www.ready.gov>. Other recommended items may include:

Solar blankets
First aid kits
Flashlights
Batteries
Radios
Megaphone

Walkie-talkies

General use hand tools (i.e. hammers, screwdrivers, pliers, etc.)

Log with special instructions from parents whose children have special needs

Staff Training Schedule

Please fill out the staff training schedule with any emergency preparedness/drill/safety trainings that will be held this school year.

<i>Date & Time</i>	<i>Type of Training</i>	<i>Comments</i>
12/18/18	Follow-up and feedback	
2/15/19		
4/15/19		

Drills

Drills are designed to prepare students and staff for real world crisis situations but in no way can account for all possible varieties of catastrophe or threat. It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** CA Ed Code (section 32001) requires fire drills to be conducted at the following intervals:
 - **Elementary:** once per month
 - **Middle school:** four times per school year
 - **Secondary:** twice per school year
 - Fire drills should be conducted in which all pupils, teachers, and other employees are required to vacate the building(s). Current student rosters and/or roll sheets serve to account for all evacuated students and staff.
- **Lockdown/Shelter in Place:** Although not required by Ed Code, it is recommended that each school conducts a Lockdown/Shelter in Place Drill at least:
 - **Elementary:** once per quarter
 - **Secondary:** once per semester
 - Lockdown/Shelter in Place drills should be run according with a procedure established by the individual school site. The drill is designed to prepare students and staff for situations in which the classroom or school campus affords the best protection from criminal threats.
- **Earthquake/Evacuation Drill:** An Earthquake/Evacuation Drill should be conducted:
 - **Elementary:** once per quarter
 - **Secondary:** Once per semester
 - Not to be confused with a Fire Drill, Evacuation Drills are designed to prepare students and staff for situations in which the school campus is no longer a safe area due to natural/man-made disaster or criminal activity. A pre-designated site serves as the rally point for the all-out relocation of students and staff during a perceived crisis or threat via established routes of travel. Current student rosters and/or roll sheets serve to account for all students and staff relocated.

Situations may/will arise during a crisis that require a combination of actions be taken such as “lockdown” followed by “evacuation”. While constructing a safety plan it is important to keep this in mind. Prepare and drill in a manner in which flexibility and adaptability come into play as the dynamics of a potential crisis evolve.

Drill Schedule & Log – For Day Program

Month	Date	Type of Drill	How long did it take?	Activity of Students at time of Drill	Signatures & Date
Sept	Thursday, 20th @ 10:00 AM	Fire			
Sept	Wednesday, 12th @ 2:00 PM	Lockdown/Shelter in Place			
Oct	Thursday, 18th @ 10:18 AM	Earthquake			
Oct	Tuesday, 23rd @ 3:00 PM	Fire			
Nov	Friday, 9th @ 8:30 AM	Fire			
Nov.	Tuesday, 27th @ 2:05 PM	Lockdown/Shelter in place			
Dec	Wednesday, 5th @ 10:30 AM	Fire			
Dec	Monday, 10th @ 2:30 PM	Earthquake			
Dec	Tuesday, 18th @ 9:00 AM	Lockdown/Shelter in Place			
Jan	Thursday, 24th @ 11:45 AM	Fire			
Feb	Monday, 11th @ 1:15 PM	Fire			

Feb	Tuesday, 26th @ 1:20 PM	Earthquake			
Mar	Wednesday, 13th @ 2:45 PM	Fire			
Mar	Thursday, 21st @ 9:45 AM	Earthquake			
Mar	Friday, 8th @ 10:30 AM	Lockdown/Shelter in Place			
April	Tuesday, 23rd @ 2:00 PM	Fire			
May	Wednesday, 22nd @ 3:00 PM	Fire			

*You can choose to have a fire, earthquake and Lockdown/Shelter in Place on either August or June. Whichever you decide, you need to fill in the dates during that month and delete the rows of the month you're not doing

Drill Schedule & Log – For Afterschool Program (If you do not have an Afterschool Program, you can delete this table)

Month	Date	Type of Drill	How long did it take?	Activity of Students at time of Drill	Signatures & Date
Sept	Thursday, 20th @ 4:30pm	Fire			
Sept	Wednesday, 12th @ 5:00PM	Lockdown/Shelter in Place			
Oct	Tuesday, 23rd @ 4:45PM	Fire			

Oct	Thursday, 18th @ 4:00PM	Earthquake			
Nov	Friday, 9th @ 5:00PM	Fire			
Nov.	Tuesday, 27th @ 4:15 PM	Lockdown/Shelter in place			
Dec	Wednesday, 5th @4:30PM	Fire			
Dec	Monday, 10th @ 4:15PM	Earthquake			
Dec	Tuesday, 18th @ 4:30PM	Lockdown/Shelter in Place			
Jan	Thursday, 24th @ 4:45pm	Fire			
Feb	Monday, 11th @ 5:00PM	Fire			
Feb	Tuesday, 26th @ 5:15 PM	Earthquake			
Mar	Wednesday, 13th @ 4:30PM	Fire			
Mar	Thursday, 21st @ 5:15PM	Earthquake			
Mar	Friday, 8th @5:00PM	Lockdown/Shelter in Place			
April	Tuesday, 23rd @ 4:45PM	Fire			

May	Wednesday, 22nd @ 5:00PM	Fire			
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*You can choose to have a fire, earthquake and Lockdown/Shelter in Place on either August or June. Whichever you decide, you need to fill in the dates during that month and delete the rows of the month you're not doing

Homeland Security Procedures

Homeland Security procedures are established to promote the safety of children and adults during a period of national or local emergency. The DHS(FEMA) and California OES are responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated.

The Emergency Alert System (EAS) is a national public warning system that requires TV and radio broadcasters, cable television systems, wireless cable systems, satellite digital audio radio service (SDARS) providers, direct broadcast satellite (DBS) service providers and wireline video service providers to offer to the President the communications capability to address the American public during a national emergency. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster.

Announcements made via the EAS include:

1. This is a Test
2. Severe Thunderstorm Warning
3. Tornado Warning
4. Hurricane Preparations Ordered
5. Evacuation Ordered
6. Shelter-in-Place for a Security Incident
7. Shelter-in-Place for a Hazardous Material Incident
8. All Clear

Reverse 911 is a relatively new method in which local authorities can send out emergency messages that target specific geographic areas via phone. Determine if this is a service provided in your school's community by contacting your local law enforcement agency or fire department.

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are able to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the announcement/sound of an EAS “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.
- Office Manager will tune to local news via applicable means.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

At the announcement of an EAS “Shelter in Place” message:

- Children on the playground or library will return to their assigned classrooms.
- If necessary, teachers will direct students and themselves under desks or tables.
- Close all doors and windows.

At the announcement/sound of an EAS “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.

Situational Communication Plans

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

<p>911 Calls</p>	<ul style="list-style-type: none"> ● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post
<p>Mass Notification to Parents</p>	<p><u>During an emergency:</u> Elvira will post to ParentSquare (Aspire ERES Academy Families) immediately via her cell phone notifying families of emergency.</p>
	<p><u>After an emergency:</u> Elvira will notify families that we are cleared of emergency. In any case that students need to get picked up and we cannot return to the school, Elvira will notify families of where we will be located so that families can pick their child(ren) at that location.</p>

Contingency Plans (Communication and Electrical)

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

If it's safe, we will remain on campus until all families have picked up their children. If it's
Not safe, we'll relocate to the next safest location nearby our site so that we can still be
Reached by families.

If no Internet service:

We will send out a mass call to families notifying them of the emergency and where we can
Be found.

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

Notify families via ParentSquare message. Depending on the response of PG&E, we'll keep
Families posted but may also need to cancel school for the day.

List capability of backup power:

Staff Phone List

This information will be used only during a school emergency

[INSERT STAFF PHONE LIST THAT INCLUDES CELL PHONE NUMBERS **INCLUDING AFTERSCHOOL**]

Name	Phone Number to share with staff
Julia Collins	7605188123
Elvira Iniguez	510-421-0737
Olga Pelayo	510-604-6385
Miko Jones	5109121922
Marcie Watan	510-220-3016
Alma N. Vidals	510-228-6449
Natalie Baird	949-874-1516
Maribeth Chao	(510) 384-1858
Paulina Pedroza	510862-8722
Brenda Gutierrez	510-395-7889
Genesis Bustamante	(510) 706-6452
Yadira Tapia	510-686-0842
Shana Barchas	415-722-9724
Zoe Henion	4138850462
Sophia Marshall	5108309204
Jessie Johnson	4153288175
Arielle Walker-Brown	916-708-5675
Chloe Chico	5103053500
Mark Montero	626-807-9216
Shannon Persley	954-993-9420
Terry Kawi	6508887477

Ernest Duque	408-386-8590
Sophia Marshall	510-830-9204
Laura Alonso	(510)230-9449
Alejandra Izazaga	510-239-6089
Amanda Holt	510-703-4948
Veronica Castillo	510-915-0896
Jenna Ogier-Marangella	(510) 292-7296
Sheryll Holmes	510-375-8010
Percy Garcia	5102068640
Jessie Johnson	4153288175
Emilio Navarro-Perez	4157305056
Percy garcia	5102068640
Lilla Nikolics	5104187210

Emergency Procedures

All classrooms should have the evacuation plan & maps posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities. Below are suggested roles and procedures:

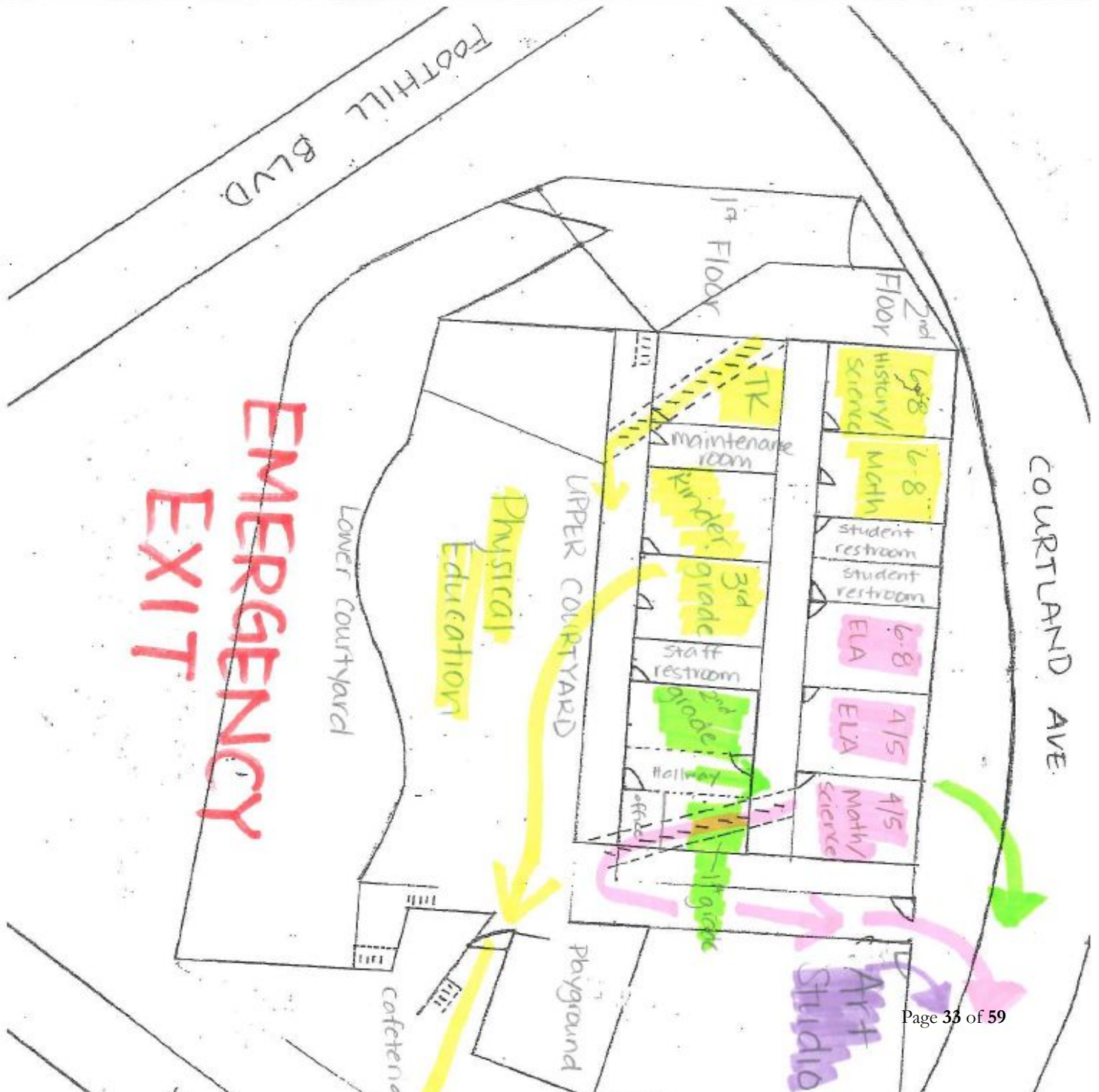
1. Principal assesses the situation.
2. Principal notifies all staff of the emergency via applicable communications device(s).
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. The 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 applicable communications device(s).
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, the Principal and an assigned person will control and organize press releases and media requests. Pre made media packages/documents are recommended for distribution to concerned sources/media personnel. Such packages will include general information about the school location, number of students, grade levels, layout, etc.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.

The First Aid team will consist of individuals assigned by the principal or designee.

Site Evacuation Plan & Map



Site Lockdown Procedures

<u>Lockdown</u>	<u>Shelter In Place</u>
Violent activity has spilled onto campus ; all people inside take cover	Violent activity outside campus , all people stay inside building and proceed with learning as usual
Instruction STOPS	Teachers proceed w/lessons
Lockdown: Do not leave room	Shelter In Place – lock door/business as usual
<p>Class Time:</p> <ul style="list-style-type: none"> ○ Shut and lock your door (<i>it should be open, but locked every day</i>) ○ As you lock door, sweep any students in the hallway into your class. ○ Email or text in your missing students and let the office know if you have swept any scholars in (sent to YT & EI) ○ Teachers instruct students to move away from doors and windows and sit on the floor (close windows and blinds) ○ Students <u>do not leave the room for any reason.</u> ○ Await all-school announcement that safety has been restored 	<p>Class Time:</p> <ul style="list-style-type: none"> ○ Shut and lock your door ○ Email or Text in your missing students and let the office know if you have swept any scholars in (send to YT & EI) ○ Bathroom: call office and someone will pick up small groups to escort to the bathroom (emergency use only) ○ <u>If in an integral: stay there until shelter in place is over</u> ○ Integrals schedule freezes until the situation is over (do not send your scholars to integrals during a shelter in place)

Recess/Lunch:**On the yard:**

- Campus supervisors blow the whistle
- Students walk safely into the nearest building
- Adults instruct students to enter the nearest building

In University Hall:

- Cafeteria Manager close the door to courtyard
- All Cafeteria monitors take attendance of their respective class and be sure all students are inside
- Text or email EI & YT for students who are missing
- Students sit at their lunch tables (away from windows and doors)

Recess/Lunch:**On the yard:**

- Campus monitors blow the whistle
- Students walk safely into the nearest building (shut and lock door)
- Main building teachers stay where you are (do not leave the main building to come over to UH). If you in UH for any reason, stay and support.

In University Hall:

- Cafeteria Manager close the door to courtyard
- All Cafeteria monitors take attendance of their respective class and be sure all students are inside
- Students sit at their lunch tables until their teachers come to escort them back to class
- When the all clear announcement has been made, immediately retrieve your students from UH and return to class.

Site Emergency Procedures for Special Needs Students

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
 2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
 3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
 4. The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
- * **Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

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Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom. Nothing in these guidelines should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.

Fire

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow evacuation procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

Earthquake

If indoors:

1. Utilize solid desks and tables for cover from falling objects and debris.
2. Turn away from windows.
3. Utilize solid interior walls and archways.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow evacuation procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to seek cover again soon after initial quake due to after shocks.
5. Staff to follow evacuation procedures previously described.

Flood/ Severe Weather

Warnings of severe weather are usually received via the EAS. 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 via applicable communication device(s) to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

(UTILITY SERVICE FAILURE – custodial staff should familiarize themselves with the appropriate service provider numbers and websites. Be able to identify pole numbers and which service provider is using them, i.e. electric company versus cable company, etc.)

Electrical Failure

1. Principal and/or custodian notify the appropriate electrical company (PG&E, SMUD, etc.).
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the evacuation procedures previously described.

Water Main Break

1. Principal and/or custodian immediately notifies the local water control authority.
2. Custodian shuts off water.
3. Principal determines if it is necessary to follow the emergency procedures to evacuate students and staff.

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

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

If Outdoors:

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

Lockdown/Active Shooter

Several strategies/philosophies exist in relation to how to properly respond to school site violence (i.e. A.L.I.C.E., Run- Hide-Fight, etc.). In the wake of many notable campus shootings, both public and private entities have devised different courses of action to take in the event of the “worst case scenario” (refer to list of sources located at the beginning of the Emergency Preparedness section). It is incumbent upon the Principal to adopt a well thought out plan of action, to stick with it (consistency), develop it (seek training and customize the plan to serve a particular school site) and practice it regularly. Which option the school leader chooses is based on where you are when you hear the shots or when you are made aware that there is a perpetrator on site prepared to discharge a firearm. **Aspire Public Schools directs that if a shooting takes place the first priority is to shelter students and staff from danger.**

Upon hearing shots or being alerted to an event involving serious violence on campus:

1. ALERT 911. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should they find themselves in a life and death situation. Seconds count in time of crisis. Law enforcement must be alerted as soon as possible to mitigate the threat.
2. Institute “lockdown” or “evacuation” protocol.
 1. If the threat on the inside is greater than the threat on the outside – evacuate (run)
 2. If the threat on the outside is greater than the threat on the inside – lockdown (hide)
 3. If the lockdown is defeated, at that time a decision will need to be made whether to engage the perpetrator (fight)Once a decision has been made to lockdown, do not break lockdown protocol until the entire lockdown has been released.
3. Teachers direct students as to the plan of action for their specific classes (i.e. run, hide, fight, etc.).
4. Staff must immediately and continually communicate with other staff and students via all applicable devices the source/location/status of the threat. This will allow for more appropriate courses of actions, i.e. shelter instead of evacuate, vice versa, etc. Continually provide updates as practical until the threat no longer exists.

Note: Communication should only take place if it is safe to do so. In some instances a lockdown will require radio silence and for cell phones to be muted or off.
5. At the conclusion of such an event, an assigned person(s) will control, organize media and distribute media packages.

Note: Have pre-scripted press releases on file. Ensure the person communicating with the media has been trained.
6. Shortly after the conclusion of an event, an assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”. Danger may be imminent. Emergency responders need as much for warning as possible.
3. 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 sighting of a suspicious object, the person would:

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

In all cases:

1. If the Principal determines the need to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated. However, a staff member may be asked to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.
3. If you see any suspicious object, steer clear of it and report it to the Principal and/or emergency responders. Follow the directives of all emergency responders.
4. NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies as the frequencies may set off an explosive device(s).

Explosion

If indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. Hold the position until directed to evacuate the building.

6. Staff will follow the emergency procedures previously described.

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Intruders/Vicious Animals

1. Institute lockdown or evacuation protocol.
2. Nothing should discourage a teacher or staff member from immediately contacting 911 themselves should a life and death emergency exist. Seconds count in time of crisis. Emergency personnel must be alerted as soon as possible to mitigate disaster.
3. If it is unclear as whether or not an unfamiliar person is authorized on campus or an animal is truly vicious, contact the main office to assist with confirmation/clarification. Office staff can take appropriate action at that point (i.e., contact Police or animal control agency).

Allergic Reaction

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

1. If imminent risk, call 911.
2. Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. If imminent risk, call 911 (always call 911 if using “Epi” pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an “Epi” pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

CAMPUS ENVIRONMENT

Notice of Regulations

The Aspire School’s administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

Behavior Management Cycle

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School’s discipline expectations, and it will be

printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year. Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Behavior Expectation Guidelines

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual. Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- **BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE** by carrying yourself with respect and showing respect to others.
- **ABIDE** by all Federal, State, County, and City Laws.
- **ABSTAIN** from the possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- **REFRAIN** from the possession, use, or distribution of tobacco products or cigarettes.

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- **DESIST** from the possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- **KEEP AWAY** from gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- **MAINTAIN A PEACEFUL LEARNING ENVIRONMENT** by avoiding fighting, horsing around, hitting, loud noise, or threats towards any person.
- **PROTECT SCHOOL PROPERTY** by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Don't destroy or write on school buildings, grounds, or property.
- **RESPECT THE LEARNING SPACE** by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.
- **DESIST** from carrying beeper devices, music devices, and cell phones.

- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the Advisory School Council.
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

School-Wide Expectations for Student Success

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) FOLLOW DIRECTIONS OF ALL STAFF AT ALL TIMES.
- 2) LOOK PROFESSIONAL AT ALL TIMES: No sagging, headwear, sunglasses, etc.
- 3) USE POSITIVE LANGUAGE: No teasing, bullying, profanity, or insults, etc..
- 4) KEEP HANDS, FEET, AND OBJECTS TO YOURSELF: No provoking or fighting, etc..
- 5) BE PROUD AND TAKE CARE OF THE SCHOOL AND OTHER PEOPLE'S PROPERTY: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may receive further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

Suspension Alternatives

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools, or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section 48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action. [Education Code 48900.6]

Grounds for Suspension and Expulsion (CA Education Code)

The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a

controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a

reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.

D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

A. A message, text, sound, or image.

B. A post on a social network Internet Web site including, but not limited to:

i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional need pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

In addition to the grounds specified in Sections 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code 48900.2]

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment.
[Education Code 48900.4]
- Made terroristic threats against school officials or school property. [Education Code 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code 48901.5 (a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code 48911 (a)]
The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code 48903 (a)]

3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245 [Education Code 48902].

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. [Education Code 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. [Education Code 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of

removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

EXPULSION

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature [enumerated in Education Code 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

SUSPENSION AND EXPULSION OF SPECIAL EDUCATION STUDENTS AND STUDENTS WITH 504S: MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student

EXPELLABLE OFFENSES

- Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel will also expel the student.

Mandatory Expulsion does not require a second finding of fact. [Education Code 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code 48900(a)]
- Possession of any knife as defined in Education Code 48915(g), explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, as listed in Health and Safety Code 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code 48900(c)]
- Robbery or extortion [Ed. Code 48900(g)]
- Assault or battery upon any school employee as defined in (Penal Code 240 and 242)

Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind.

Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking websites such as Snapchat, Facebook, and Twitter, etc.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;

3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of EC 48900.r described above

SEARCHES

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Student in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

DRUG, ALCOHOL, AND TOBACCO FREE

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools support abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social, and physical potentials. Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

SAFETY BEFORE AND AFTER SCHOOL

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, site leadership will send a notification out to the relevant teachers with required information. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the school's authorizing district regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is included later in this handbook.

PREVENTION OF CHILD ABUSE POLICY

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

Appendix XVIII:
Aspire Public Schools' Evidence of Insurance

charterSAFE

EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE NAMED MEMBER LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM, OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE AND/OR APPLICABLE POLICIES. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

Effective Date: July 1, 2018 12:01 AM - July 1, 2019 12:01 AM

Named Member:

Aspire Public Schools
1001 22nd Avenue, Suite 100
Oakland, CA 94606

Coverage Provided by (CP):

Coverage Provider Addendum is available upon request. Please reach out to your CharterSAFE primary representative.

Core Liability Program

Coverage Limits: \$30,000,000 Per Member Aggregate

The Core Liability Program breaks down as follows:

CP	COVERAGES	SCHEDULE OF LIMITS
A,N, E,J, M,D, B	<p><u>Directors & Officers, Employment Practices, and Fiduciary Liability **</u></p> <p>Directors & Officers Liability (D&O) Deductible: \$5,000 per claim Continuity Date: 07/01/2005</p> <p>Employment Practices Liability (EPL) Deductible: \$35,000 per claim Continuity Date: 07/01/2005</p> <p>Fiduciary Liability Deductible: \$0 Continuity Date: 07/01/2005</p>	<p>\$2,000,000 per claim/aggregate</p> <p>\$2,000,000 per claim/aggregate</p> <p>\$1,000,000 per claim/aggregate</p>
AE, J,M, D,B	<p><u>General Liability</u></p> <p>Deductible: \$500 per occurrence for losses arising out of participation in <i>High Risk Activities*</i></p> <p>General Liability includes Damage to Premises Rented, Products-Completed Operations, and Personal and Advertising Injury</p> <p>Premises Medical Payment Sublimit</p> <p><u>Employee Benefits Liability</u></p> <p><u>Educator's Legal Liability</u></p> <p>Deductible: \$2,500 per occurrence</p> <p>IEP (Individualized Educational Program) Defense Sublimit Deductible: \$7,500 per occurrence</p> <p><u>Sexual Abuse Liability</u></p> <p><u>Law Enforcement Activities Liability</u></p>	<p>\$2,000,000 per occurrence</p> <p>\$10,000 per person sublimit \$50,000 per occurrence sublimit</p> <p>\$2,000,000 per occurrence</p> <p>\$2,000,000 per occurrence</p> <p>\$50,000 per occurrence/aggregate sublimit</p> <p>\$2,000,000 per occurrence</p> <p>\$2,000,000 per occurrence</p>

CharterSAFE

	<p>Automobile Includes Autos scheduled with CharterSAFE, non-owned autos and hired autos</p> <p>Auto Liability Uninsured/Underinsured Sublimit Automobile Medical Payment Sublimit</p> <p>Auto Physical Damage Deductible: \$500 per occurrence for Hired auto Physical Damage</p>	<p>\$2,000,000 per occurrence</p> <p>\$1,000,000 per occurrence sublimit</p> <p>\$10,000 per person sublimit \$50,000 per occurrence sublimit</p> <p>\$1,000,000 per occurrence</p>
J.M, D,B	<p>Excess Reinsurance Applies to the following coverage areas:</p> <ul style="list-style-type: none"> • General Liability, <u>excluding</u> Damage to Premises Rented • Employee Benefits Liability • Educator's Legal Liability, <u>excluding</u> IEP Defense sublimit • Sexual Abuse Liability • Law Enforcement Activities Liability • Automobile Liability, <u>excluding</u> Auto Physical Damage • D&O and EPL <u>excluding</u> Fiduciary Liability 	<p>\$28,000,000 per occurrence/claim based on underlying coverage</p> <p>\$28,000,000 aggregate</p> <p>Note: Coverage over the underlying \$2,000,000 to make a total of \$30,000,000</p>
Crime		
A,E	<p>Crime</p> <p><input checked="" type="checkbox"/> Monies and Securities Deductible: \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Computer & Funds Transfer Fraud Deductible: \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Forgery or Alteration Deductible: \$500 per occurrence</p> <p><input checked="" type="checkbox"/> Employee Dishonesty Deductible: \$500 per occurrence</p>	<p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p> <p>\$1,000,000 per occurrence</p>
Property		
A,P, N,F, C	<p>Property Valuation: Replacement Cost Total Insured Value: (Building Value + Content Value + EDP) Deductible: \$1,000 per occurrence</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Building (including tenant improvements and betterments) <input checked="" type="checkbox"/> Personal Property - Contents & Electronic Data Processing <input checked="" type="checkbox"/> Builder's Risk - As scheduled with CharterSAFE for projects over \$200,000 <input checked="" type="checkbox"/> Boiler and Machinery / Equipment Breakdown <input checked="" type="checkbox"/> Business Interruption - \$10,000,000 <input checked="" type="checkbox"/> Extra Expense - \$10,000,000 	<p>As scheduled with CharterSAFE subject to the maximum limit of \$150,000,000 per occurrence.</p> <p>See "Exposures & Locations" section</p>

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Additional Program Coverages		
A,G	<u>Pollution Liability and First Party Remediation</u> Deductible: \$10,000 per occurrence	\$1,000,000 per pollution condition \$5,000,000 aggregate for all CharterSAFE members combined
A,O	<u>Terrorism Liability**</u>	\$5,000,000 per occurrence/aggregate for all CharterSAFE members combined
A,I	<u>Terrorism Property</u> Deductible: \$1,000 per occurrence Total insured Value (Building Value + Content Value + EDP)	As scheduled with CharterSAFE subject to the maximum limit of \$20,000,000 per occurrence. See "Exposures & Locations" section
A,K	<u>Student Accident and Volunteer Accident</u> Deductible: \$500 per incident for losses arising out of participation in <i>High Risk Activities*</i> <input checked="" type="checkbox"/> Student Accident <input checked="" type="checkbox"/> Volunteer Accident	\$50,000 per incident \$25,000 per incident
A,H	<u>Cyber Liability**</u> Deductible: \$2,500 per claim	\$1,000,000 per claim \$5,000,000 aggregate for all CharterSAFE members combined
Workers' Compensation		
A,E, L,Q	<u>Workers' Compensation</u> <input checked="" type="checkbox"/> Workers' Compensation Workers' Compensation rate: \$0.585 per \$100 of payroll <input checked="" type="checkbox"/> Employer's Liability	Statutory \$5,000,000 per accident \$5,000,000 per disease per employee \$5,000,000 per disease policy limit

*A list of High Risk Activities is available at www.chartersafe.org or you may contact Carly Weston (cweston@chartersafe.org / 818-394-6547) from CharterSAFE's Risk Management Team.

** Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.

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EXPOSURES & LOCATIONS

Location Address(es)	Students	Employees	Payroll
Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue Sacramento, CA 95281	434	44	\$2,063,340.90
Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue Sacramento, CA 95281	445	46	\$2,128,176.90
Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave. Huntington Park, CA 90255	400	45	\$2,219,048.10
Aspire APEX Academy: 444 N. American Stockton, CA 95202	316	34	\$1,463,171.40
Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane Stockton, CA 95212	410	32	\$1,603,888.20
Aspire Benjamin Holt Middle School: 3293 East Morada Stockton, CA 95212	512	34	\$1,675,919.70
Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue Oakland, CA 94608	568	56	\$2,867,833.80
Aspire Capitol Heights Academy: 2520 33rd Street Sacramento, CA 95817	316	36	\$1,627,854.30
Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue Huntington Park, CA 90255	540	59	\$2,851,273.80
Aspire Central Valley Regional Office: 3311 East Morada Stockton, CA 95212	0	14	\$1,200,000.00
Aspire College Academy: 8030 Atherton Street Oakland, CA 94605	289	34	\$1,733,202.00
Aspire College for Certain: 1009 66th Avenue Oakland, CA 94608	0	0	\$0.00
Aspire College for Certain: 1039 Garden Street East Palo Alto, CA 94303	0	0	\$0.00
Aspire College for Certain: 1801 Pyrenees Ave. Stockton, CA 95210	0	0	\$0.00

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Location Address(es)	Students	Employees	Payroll
Aspire College for Certain: 2040-2050 West Lane Stockton, CA 95205	0	0	\$0.00
Aspire College for Certain: 2360 El Camino Avenue Sacramento, CA 95281	0	0	\$0.00
Aspire College for Certain: 2565 58th Street Huntington Park, CA 90255	0	0	\$0.00
Aspire College for Certain: 3201 East Morado Lane Stockton, CA 95212	0	0	\$0.00
Aspire College for Certain: 3293 East Morada Lane Stockton, CA 95212	0	0	\$0.00
Aspire College for Certain: 3311 East Morada Lane Stockton, CA 95212	0	0	\$0.00
Aspire College for Certain: 400 105th Avenue Oakland, CA 94065	0	0	\$0.00
Aspire College for Certain: 6720-6724 S. Alameda Street Huntington Park, CA 90255	0	0	\$0.00
Aspire East Palo Alto Charter School: 1286 Runnymede Street East Palo Alto, CA 94303	450	53	\$2,598,492.60
Aspire East Palo Alto Phoenix Academy: 1039 Garden Street Palo Alto, CA 94303	371	43	\$2,246,735.70
Aspire ERES Academy: 1936 Courtland Avenue Oakland, CA 94601	221	30	\$1,566,933.30
Aspire Firestone Academy: 8929 Kauffman Avenue South Gate, CA 90280	416	49	\$2,251,775.70
Aspire Gateway Academy: 8929 Kauffman Avenue South Gate, CA 90280	420	44	\$2,118,123.00
Aspire Golden State College Preparatory Academy: 1009 66th Avenue Oakland, CA 94621	595	62	\$3,182,023.80
Aspire Inskeep Academy: 123 W. 59th Street Los Angeles, CA 90003	347	41	\$1,766,911.50

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Location Address(es)	Students	Employees	Payroll
Aspire Junior Collegiate Academy: 6720 S. Alameda Street Huntington Park, CA 90255	332	36	\$1,679,621.40
Aspire Langston Hughes Academy: 2050 West Lane Stockton, CA 95205	751	72	\$3,245,081.40
Aspire Lionel Wilson College Preparatory Academy: 400 105th Avenue Oakland, CA 94603	525	58	\$2,984,148.90
Aspire Monarch Academy: 1445 101st Avenue Oakland, CA 94603	412	46	\$2,404,885.50
Aspire Ollin Academy: 2540 East 58th Street Huntington Park, CA 90255	600	59	\$2,944,257.30
Aspire Ollin Gymnasium: 2545 East 58th Street Huntington Park, CA 90255	0	0	\$0.00
Aspire Pacific Academy: 2565 58th Street Huntington Park, CA 90255	540	53	\$2,571,159.60
Aspire Port City Academy: 2040 West Lane Stockton, CA 95205	406	46	\$1,995,806.70
Aspire Public Schools: 1001 22nd Avenue Oakland, CA 94606	0	120	\$10,500,000.00
Aspire Richmond California College Preparatory Academy: 3040 Hilltop Road Richmond, CA 94806	522	49	\$2,615,877.00
Aspire Richmond Technology Academy: 3170 Hilltop Road Richmond, CA 94806	342	35	\$1,664,964.00
Aspire River Oaks Charter School: 1801 Pyrenees Avenue Stockton, CA 95210	422	40	\$1,970,930.70
Aspire Rosa Parks Academy: 1930 South D. Street Stockton, CA 95206	405	43	\$1,939,144.50
Aspire Slauson Academy: 123 W. 59th Street Los Angeles, CA 90003	338	48	\$1,994,011.20
Aspire Summit Charter Academy: 2036 E. Hatch Road Modesto, CA 95351	429	45	\$2,039,824.80

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Location Address(es)	Students	Employees	Payroll
Aspire Tate Academy: 123 W. 59th Street Los Angeles, CA 90003	371	48	\$2,102,991.30
Aspire Titan Academy: 6724 South Alameda Street Huntington Park, CA 90255	328	33	\$1,649,116.80
Aspire Triumph Technology Academy: 3200 62nd Avenue Oakland, CA 94605-1614	292	40	\$1,867,261.50
Aspire University Charter School: 3313 Coffee Road Modesto, CA 95355	264	26	\$1,214,649.00
Aspire Vanguard College Preparatory Academy: 5255 First Street Empire, CA 95319	415	34	\$1,691,196.30
Aspire Vincent Shalvey Academy: 10038 Hwy 99 E. Frontage Road Stockton, CA 95212	390	35	\$1,695,046.50
Los Angeles Regional Office: 5901 E Slauson Avenue Los Angeles, CA 90040	0	22	\$1,900,000.00
Total:	15,134	1,744	\$89,834,679.10

Vehicles

Vehicle Type	Make	Model	Year	VIN
Van	Dodge	Caravan	2014	2C4RDGCG2ER267652
Van	Dodge	Caravan	2015	2C4RDGCG6FR745735
Van	Ford		1995	1FDKE30GXSHB40162
Van	Dodge	Grand Caravan	2015	2C4RDGCGXFR733779
Van	Dodge	Grand Caravan	2015	2C4RDGCG0FR733774

Locations

	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)

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Aspire APEX Academy: 444 N. American Stockton, CA 95202	\$894,158	\$50,000	\$30,008	\$974,166
Aspire East Palo Alto Phoenix Academy: 1039 Garden Street Palo Alto, CA 94303	\$18,000	\$68,705	\$95,106	\$181,811
Aspire Port City Academy: 2040 West Lane Stockton, CA 95205	\$53,104	\$134,096	\$58,043	\$245,243
Aspire Ollin Academy: 2540 East 58th Street Huntington Park, CA 90255	\$11,552,189	\$267,542	\$270,831	\$12,090,562
Aspire College for Certain: 6720-6724 S. Alameda Street Huntington Park, CA 90255	\$8,717,789	\$0	\$0	\$8,717,789
Aspire College for Certain: 400 105th Avenue Oakland, CA 94065	\$7,751,235	\$0	\$0	\$7,751,235
Aspire College for Certain: 2360 El Camino Avenue Sacramento, CA 95281	\$7,499,150	\$0	\$0	\$7,499,150
Aspire College for Certain: 2040-2050 West Lane Stockton, CA 95205	\$16,785,105	\$0	\$0	\$16,785,105
Aspire College for Certain: 2565 58th Street Huntington Park, CA 90255	\$6,875,540	\$0	\$0	\$6,875,540
Aspire College for Certain: 1009 66th Avenue Oakland, CA 94608	\$15,905,328	\$0	\$0	\$15,905,328
Aspire College for Certain: 1039 Garden Street East Palo Alto, CA 94303	\$14,864,693	\$0	\$0	\$14,864,693
Aspire Ollin Gymnasium: 2545 East 58th Street Huntington Park, CA 90255	\$4,707,123	\$64,574	\$20,000	\$4,791,697
Aspire Richmond California College Preparatory Academy: 3040 Hilltop Road Richmond, CA 94806	\$90,985	\$286,859	\$38,446	\$416,290

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Aspire Antonio Maria Lugo Academy: 6100 Carmelita Ave. Huntington Park, CA 90255	\$14,135,594	\$265,574	\$100,000	\$14,501,168
Aspire University Charter School: 3313 Coffee Road Modesto, CA 95355	\$148,683	\$50,000	\$52,438	\$251,121
Aspire Vincent Shalvey Academy: 10038 Hwy 99 E. Frontage Road Stockton, CA 95212	\$2,112,541	\$311,489	\$42,790	\$2,466,820
Aspire Monarch Academy: 1445 101st Avenue Oakland, CA 94603	\$614,939	\$237,763	\$74,912	\$927,614
Aspire Lionel Wilson College Preparatory Academy: 400 105th Avenue Oakland, CA 94603	\$311,059	\$365,095	\$208,856	\$885,010
Aspire Summit Charter Academy: 2036 E. Hatch Road Modesto, CA 95351	\$826,233	\$215,904	\$120,801	\$1,162,939
Aspire Benjamin Holt College Preparatory Academy: 3201 East Morada Lane Stockton, CA 95212	\$22,429	\$367,122	\$44,280	\$433,831
Aspire East Palo Alto Charter School: 1286 Runnymede Street East Palo Alto, CA 94303	\$196,645	\$50,000	\$112,993	\$359,638
Aspire Capitol Heights Academy: 2520 33rd Street Sacramento, CA 95817	\$492,867	\$165,694	\$13,569	\$672,130
Aspire Triumph Technology Academy: 3200 62nd Avenue Oakland, CA 94605-1614	\$397,889	\$47,248	\$105,835	\$550,973
Aspire Rosa Parks Academy: 1930 South D. Street Stockton, CA 95206	\$10,509,901	\$258,626	\$48,462	\$10,816,988
Aspire Berkeley Maynard Academy: 6200 San Pablo Avenue Oakland, CA 94608	\$264,512	\$50,000	\$74,436	\$388,948
Aspire Langston Hughes Academy: 2050 West Lane Stockton, CA 95205	\$86,049	\$223,836	\$48,037	\$357,922

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Aspire Golden State College Preparatory Academy: 1009 66th Avenue Oakland, CA 94621	\$2,850,437	\$306,125	\$66,188	\$3,222,750
Aspire River Oaks Charter School: 1801 Pyrenees Avenue Stockton, CA 95210	\$159,794	\$192,210	\$36,897	\$388,901
Aspire Centennial College Preparatory Academy: 2079 Saturn Avenue Huntington Park, CA 90255	\$328,506	\$215,026	\$225,466	\$768,998
Aspire ERES Academy: 1936 Courtland Avenue Oakland, CA 94601	\$260,462	\$50,000	\$38,625	\$349,087
Aspire Vanguard College Preparatory Academy: 5255 First Street Empire, CA 95319	\$41,150	\$50,000	\$95,867	\$187,017
Aspire Titan Academy: 6724 South Alameda Street Huntington Park, CA 90255	\$84,831	\$256,370	\$221,439	\$562,641
Aspire Alexander Twilight College Preparatory Academy: 2360 El Camino Avenue Sacramento, CA 95281	\$306,878	\$141,054	\$67,545	\$515,476
Aspire Public Schools: 1001 22nd Avenue Oakland, CA 94606	\$434,135	\$376,723	\$858,066	\$1,668,924
Aspire Junior Collegiate Academy: 6720 S. Alameda Street Huntington Park, CA 90255	\$143,421	\$191,982	\$88,352	\$423,755
Aspire Alexander Twilight Secondary Academy: 2360 El Camino Avenue Sacramento, CA 95281	\$172,198	\$120,571	\$61,300	\$354,069
Aspire Gateway Academy: 8929 Kauffman Avenue South Gate, CA 90280	\$500,000	\$33,476	\$113,157	\$646,633
Aspire Firestone Academy: 8929 Kauffman Avenue South Gate, CA 90280	\$0	\$54,991	\$130,629	\$185,620

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Aspire Pacific Academy: 2565 58th Street Huntington Park, CA 90255	\$16,316	\$55,216	\$159,368	\$230,900
Aspire Tate Academy: 123 W. 59th Street Los Angeles, CA 90003	\$9,900	\$36,433	\$128,994	\$175,326
Aspire Inskeep Academy: 123 W. 59th Street Los Angeles, CA 90003	\$9,900	\$33,535	\$147,858	\$191,293
Aspire Slauson Academy: 123 W. 59th Street Los Angeles, CA 90003	\$500,000	\$185,088	\$151,052	\$836,140
Aspire College Academy: 8030 Atherton Street Oakland, CA 94605	\$502,046	\$236,859	\$66,913	\$805,818
Los Angeles Regional Office: 5901 E Slauson Avenue Los Angeles, CA 90040	\$33,271	\$30,000	\$30,000	\$93,271
Aspire College for Certain: 1801 Pyrenees Ave. Stockton, CA 95210	\$6,500,000	\$0	\$0	\$6,500,000
Aspire College for Certain: 3201 East Morado Lane Stockton, CA 95212	\$9,000,000	\$0	\$0	\$9,000,000
Aspire Benjamin Holt Middle School: 3293 East Morada Stockton, CA 95212	\$0	\$281,334	\$40,000	\$321,334
Aspire Central Valley Regional Office: 3311 East Morada Stockton, CA 95212	\$5,879	\$93,242	\$30,000	\$129,122
Aspire College for Certain: 3293 East Morada Lane Stockton, CA 95212	\$10,400,908	\$0	\$0	\$10,400,908
Aspire College for Certain: 3311 East Morada Lane Stockton, CA 95212	\$3,190,281	\$0	\$0	\$3,190,281
Aspire Richmond Technology Academy: 3170 Hilltop Road Richmond, CA 94806	\$69,519	\$253,553	\$20,135	\$343,207
Total:	\$161,353,572	\$6,673,917	\$4,337,694	\$172,365,183

Appendix XIX:
The Charter School's Financials

Aspire ERES Academy Budget

	2018-2019	2019-2020	2020-2021	2021-2022
Budget	Budget	Budget	Budget	Budget

Notes

	Expenses - Total	\$3,507,708	\$3,605,689	\$3,683,244	\$3,792,128
Surplus/(Deficit)		\$68,494	\$7,689	\$11,255	\$9,053

	Beginning Fund Balance	\$9,194,419	\$9,262,913	\$9,270,602	\$9,281,857
	Ending Fund Balance	\$9,262,913	\$9,270,602	\$9,281,857	\$9,290,910

Students					
	Total enrollment	250	250	250	250
	Attendance rate	96.0%	96.0%	96.0%	96.0%
	Total ADA	240	240	240	240
	Unduplicated %	95.4%	95.4%	95.4%	95.4%

See enrollment assumptions below
 Estimated based on most recent attendance report data
 Product of enrollment x attendance rate

Enrollment					
	Enrollment - K	50	50	50	50
	Enrollment - 1	25	25	25	25
	Enrollment - 2	25	25	25	25
	Enrollment - 3	25	25	25	25
	Enrollment - 4	25	25	25	25
	Enrollment - 5	25	25	25	25
	Enrollment - 6	25	25	25	25
	Enrollment - 7	25	25	25	25
	Enrollment - 8	25	25	25	25
	Enrollment - 9	-	-	-	-
	Enrollment - 10	-	-	-	-
	Enrollment - 11	-	-	-	-
	Enrollment - 12	-	-	-	-
	Total enrollment	250	250	250	250

Includes TK only class of 25 students

Aspire ERES Academy

Budget

	2018-2019	2019-2020	2020-2021	2021-2022	Notes
Social Security % (classified staff)	7.65%	7.65%	7.65%	7.65%	No change to current rate
Other benefits costs % (all staff)	1.50%	1.50%	1.50%	1.50%	No change to current rate
Healthcare average per eligible employee	\$10,000	\$10,500	\$11,025	\$11,576	5% increase per year
Books - cost per student	\$115	\$118	\$121	\$125	Estimated based on historical amounts
Materials - cost per student	\$182	\$187	\$192	\$198	Estimated based on historical amounts
Software - cost per student	\$70	\$72	\$74	\$77	Estimated based on historical amounts
Comp, equip, & furn. - per student	\$130	\$134	\$137	\$142	Estimated based on historical amounts
Comp, equip, & furn. - per staff	\$0	\$0	\$0	\$0	Estimated based on historical amounts
Travel & conferences - cost per cert. staff	\$1,154	\$1,184	\$1,216	\$1,257	Estimated based on historical amounts
Repairs & maintenance - cost per student	\$40	\$41	\$42	\$44	Estimated based on historical amounts
Insurance - cost per student	\$30	\$31	\$32	\$33	Estimated based on historical amounts
Prof. services - facility contractors per month	\$2,561	\$2,626	\$2,697	\$2,789	Estimated based on historical amounts
Prof. services - ed consultants - flat amount	\$19,860	\$20,370	\$20,914	\$21,630	Estimated based on historical amounts
Prof. services - other - flat amount	\$2,125	\$2,125	\$2,125	\$2,125	Estimated based on historical amounts
Authorizer oversight fees	1.00%	1.00%	1.00%	1.00%	% of LCF revenues
National & Regional contributions	13.00%	13.00%	13.00%	13.00%	% of ongoing state and federal revenues

Cash Flow

2018-2019		2018-2019													
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Revenues		\$ 1,628,617	\$ 81,431	\$ 81,431	\$ 146,576	\$ 146,576	\$ 146,576	\$ 146,576	\$ 146,576	\$ 146,576	\$ 146,576	\$ 146,576	\$ 146,576	\$ 146,576	\$ 1,628,617
State															
LCFF - net state aid		\$ 301,814	\$ -	\$ 75,453	\$ -	\$ 75,453	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 301,814
LCFF - education protection account		\$ 48,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,000
Lottery		\$ 3,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,840
Mandate block grant		\$ 138,414	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 138,414
ACES grant		\$ 110,348	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 110,348
SB740 facility grant		\$ 108,160	\$ 5,408	\$ 5,408	\$ 9,734	\$ 9,734	\$ 9,734	\$ 9,734	\$ 9,734	\$ 9,734	\$ 9,734	\$ 9,734	\$ 9,734	\$ 108,160	
State nutrition		\$ 9,791	\$ -	\$ 890	\$ 890	\$ 890	\$ 890	\$ 890	\$ 890	\$ 890	\$ 890	\$ 890	\$ 890	\$ 890	\$ 9,791
State nutrition		\$ 38,951	\$ -	\$ 38,951	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,951
Other state		\$ 2,387,936	\$ 125,790	\$ 87,729	\$ 232,654	\$ 212,374	\$ 161,040	\$ 281,099	\$ 169,200	\$ 157,200	\$ 274,034	\$ 200,105	\$ 147,660	\$ 222,919	\$ 2,387,936
Subtotal State		\$ 2,387,936	\$ 125,790	\$ 87,729	\$ 232,654	\$ 212,374	\$ 161,040	\$ 281,099	\$ 169,200	\$ 157,200	\$ 274,034	\$ 200,105	\$ 147,660	\$ 222,919	\$ 2,387,936
Federal		\$ 122,481	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 122,481
Title I/II/III		\$ 48,992	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,992
CSFIC facility grant		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SPED		\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000
Federal nutrition		\$ 150,354	\$ -	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 150,354	
Other federal		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal		\$ 302,835	\$ -	\$ 13,669	\$ 13,669	\$ 13,669	\$ 13,669	\$ 62,661	\$ 21,169	\$ 44,340	\$ 44,340	\$ 44,340	\$ 44,340	\$ 39,496	\$ 302,835
Local		\$ 554,374	\$ 33,262	\$ 66,525	\$ 44,350	\$ 44,350	\$ 44,350	\$ 44,350	\$ 44,350	\$ 77,612	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ 554,374
LCFF - In lieu of property taxes		\$ 3,788	\$ -	\$ 344	\$ 344	\$ 344	\$ 344	\$ 344	\$ 344	\$ 344	\$ 344	\$ 344	\$ 344	\$ 344	\$ 3,788
Local nutrition		\$ 62,276	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 62,276	
Other local		\$ 620,437	\$ 38,452	\$ 72,059	\$ 49,884	\$ 49,884	\$ 49,884	\$ 49,884	\$ 49,884	\$ 83,146	\$ 49,884	\$ 49,884	\$ 44,340	\$ -	\$ 620,437
Subtotal Local		\$ 620,437	\$ 38,452	\$ 72,059	\$ 49,884	\$ 49,884	\$ 49,884	\$ 49,884	\$ 49,884	\$ 83,146	\$ 49,884	\$ 49,884	\$ 44,340	\$ -	\$ 620,437
Expenses		\$ 1,333,500	\$ 106,880	\$ 111,529	\$ 111,529	\$ 111,529	\$ 111,529	\$ 111,529	\$ 111,529	\$ 111,529	\$ 111,529	\$ 111,529	\$ 111,529	\$ -	\$ 1,333,500
(1000) Certificated Salaries		\$ 495,965	\$ 34,718	\$ 41,932	\$ 41,932	\$ 41,932	\$ 41,932	\$ 41,932	\$ 41,932	\$ 41,932	\$ 41,932	\$ 41,932	\$ 41,932	\$ -	\$ 495,965
(2000) Classified Salaries		\$ 680,952	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ 47,667	\$ -	\$ 680,952
(3000) Employee Benefits		\$ 305,281	\$ 30,528	\$ 24,422	\$ 22,896	\$ 22,896	\$ 22,896	\$ 22,896	\$ 22,896	\$ 22,136	\$ 22,896	\$ 22,896	\$ 22,136	\$ -	\$ 305,281
(4000) Books/Supplies		\$ 285,632	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ 22,136	\$ -	\$ 285,632
(5000) Services/Other Operating Expenses		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(5870) Interest		\$ 23,000	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ -	\$ 23,000
(6000) Capital Outlay		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7000) All Other Outgo		\$ 345,686	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ 28,807	\$ -	\$ 345,686
Total Expenses		\$ 3,470,006	\$ 272,452	\$ 284,515	\$ 278,409	\$ 276,883	\$ 276,883	\$ 276,883	\$ 276,883	\$ 276,883	\$ 276,883	\$ 276,883	\$ 276,883	\$ 142,684	\$ 3,470,006
Surplus/(Deficit)		\$ (158,799)	\$ (108,210)	\$ (111,059)	\$ 17,797	\$ (956)	\$ (116,760)	\$ (36,630)	\$ (22,868)	\$ 55,160	\$ 30,223	\$ (63,714)	\$ 4,045	\$ 12,945	\$ (158,799)
Assets		\$ 434,378	\$ 217,189	\$ 86,876	\$ 86,876	\$ 43,438	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 434,378
Accounts Receivables (prior year)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounts Payable (prior year)		\$ 280,024	\$ 140,012	\$ 56,005	\$ 56,005	\$ 28,002	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 280,024
Prop ID principal payment		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenditures		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility - Acquisition & Construction		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility - Tenant Improvements		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Capital Expenditures		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (add back)		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inter Aspire Transfers		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 4,231,953	\$ 4,265,692	\$ 4,265,692	\$ 4,428,285	\$ 4,500,686	\$ 4,450,312	\$ 4,568,989	\$ 4,534,275	\$ 4,513,324	\$ 4,570,400	\$ 4,602,540	\$ 4,540,742	\$ 4,546,704	\$ -
Beginning Cash Balance		\$ 3,981,046	\$ 4,231,953	\$ 4,265,692	\$ 4,428,285	\$ 4,500,686	\$ 4,450,312	\$ 4,568,989	\$ 4,534,275	\$ 4,513,324	\$ 4,570,400	\$ 4,602,540	\$ 4,540,742	\$ 4,546,704	\$ -

Cash Flow

2019-2020		Totals													
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Revenues															
LCF - net state aid	\$ 1,727,487	\$ 86,374	\$ 86,374	\$ 155,474	\$ 155,474	\$ 155,474	\$ 155,474	\$ 155,474	\$ 155,474	\$ 155,474	\$ 155,474	\$ 155,474	\$ 155,474	\$ -	\$ 1,727,487
LCF - education protection account	\$ 266,803	\$ -	\$ -	\$ 66,701	\$ -	\$ -	\$ 66,701	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 66,701	\$ -	\$ 266,803
Lottery	\$ 48,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,000	\$ 48,000
Mandate block grant	\$ 3,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,840
ASES grant	\$ 138,414	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,445	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 138,414
S740 facility grant	\$ 111,189	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 111,189
State SpEd	\$ 326,448	\$ 16,322	\$ 16,322	\$ 29,380	\$ 29,380	\$ 29,380	\$ 29,380	\$ 29,380	\$ 29,380	\$ 29,380	\$ 18,216	\$ 888	\$ 69,338	\$ -	\$ 326,448
State nutrition	\$ 10,043	\$ -	\$ -	\$ 913	\$ 913	\$ 913	\$ 913	\$ 913	\$ 913	\$ 913	\$ 913	\$ 913	\$ 913	\$ -	\$ 10,043
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 2,632,226	\$ 102,697	\$ 103,610	\$ 252,468	\$ 241,362	\$ 189,607	\$ 300,913	\$ 197,767	\$ 185,767	\$ 294,164	\$ 221,206	\$ 156,974	\$ 223,088	\$ 162,602	\$ 2,632,226
Federal															
Title VIII/III	\$ 125,629	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 50,252	\$ -	\$ -	\$ -	\$ 50,252	\$ -	\$ -	\$ -	\$ 125,629
CSF/G facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 30,771	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,771
Federal nutrition	\$ 154,218	\$ -	\$ -	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ -	\$ 154,218
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 310,618	\$ -	\$ 14,020	\$ 14,020	\$ 14,020	\$ 14,020	\$ 64,271	\$ 21,713	\$ 14,020	\$ 14,020	\$ 64,271	\$ 21,713	\$ 14,020	\$ 40,511	\$ 310,618
Local															
LCF - in lieu of property taxes	\$ 554,374	\$ 33,262	\$ 66,525	\$ 44,350	\$ 44,350	\$ 44,350	\$ 44,350	\$ 77,612	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ -	\$ 554,374
Local nutrition	\$ 3,885	\$ -	\$ 353	\$ 353	\$ 353	\$ 353	\$ 353	\$ 353	\$ 353	\$ 353	\$ 353	\$ 353	\$ 353	\$ -	\$ 3,885
Other local	\$ 62,276	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ -	\$ 62,276
Subtotal Local	\$ 620,534	\$ 38,452	\$ 72,068	\$ 49,893	\$ 49,893	\$ 49,893	\$ 49,893	\$ 83,155	\$ 44,349	\$ 44,349	\$ 44,349	\$ 44,349	\$ 44,349	\$ -	\$ 620,534
Total Revenues	\$ 3,563,378	\$ 141,149	\$ 189,697	\$ 316,381	\$ 305,274	\$ 253,520	\$ 415,077	\$ 269,372	\$ 282,942	\$ 352,533	\$ 329,827	\$ 223,036	\$ 281,457	\$ 203,113	\$ 3,563,378
Expenses															
(1000) Certificated Salaries	\$ 1,367,771	\$ 109,422	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ 114,395	\$ -	\$ 1,367,771
(2000) Classified Salaries	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ 34,947	\$ -	\$ 34,947
(3000) Employee Benefits	\$ 493,249	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ 42,209	\$ -	\$ 493,249
(4000) Books/Supplies	\$ 295,772	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ 29,577	\$ -	\$ 295,772
(5000) Services/Other Operating Expenses	\$ 290,217	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ 22,492	\$ -	\$ 290,217
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 23,000	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ -	\$ 23,000
(7000) All Other Outgo	\$ 354,397	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ 29,533	\$ -	\$ 354,397
Total Expenses	\$ 3,567,987	\$ 279,519	\$ 291,754	\$ 285,839	\$ 284,360	\$ 284,360	\$ 284,360	\$ 284,360	\$ 284,360	\$ 284,360	\$ 284,360	\$ 284,360	\$ 284,360	\$ 151,638	\$ 3,567,987
Surplus/(Deficit)	\$ (4,610)	\$ (138,370)	\$ (102,057)	\$ 30,542	\$ 20,915	\$ (30,840)	\$ 130,717	\$ (14,987)	\$ (1,418)	\$ 68,173	\$ 45,467	\$ (61,324)	\$ (2,903)	\$ 51,475	\$ (4,610)
Assets	\$ 155,629	\$ 77,814	\$ 31,126	\$ 31,126	\$ 15,563	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 155,629
Accounts Receivables (prior year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liabilities	\$ (142,684)	\$ (71,342)	\$ (28,537)	\$ (28,537)	\$ (14,268)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (142,684)
Accounts Payable (prior year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prop 1D principal payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility - Acquisition & Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility - Tenant Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Capital Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (add back)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inter Aspire Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 4,416,723	\$ 4,416,723	\$ 4,319,172	\$ 4,354,220	\$ 4,378,346	\$ 4,349,422	\$ 4,482,056	\$ 4,468,986	\$ 4,469,485	\$ 4,539,574	\$ 4,586,958	\$ 4,527,551	\$ 4,526,564	\$ -	\$ 4,526,564

Cash Flow

2020-2021		Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Revenues																
		\$ 1,795,537	\$ 89,777	\$ 89,777	\$ 161,598	\$ 161,598	\$ 161,598	\$ 161,598	\$ 161,598	\$ 161,598	\$ 161,598	\$ 161,598	\$ 161,598	\$ 161,598	\$ -	\$ 1,795,537
	LCFF - net state aid	\$ 266,803	\$ -	\$ -	\$ 66,701	\$ 66,701	\$ 66,701	\$ 66,701	\$ 66,701	\$ 66,701	\$ 66,701	\$ 66,701	\$ 66,701	\$ 66,701	\$ -	\$ 266,803
	Lottery	\$ 48,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 48,000
	Mandate block grant	\$ 3,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,840
	ASES grant	\$ 138,414	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 138,414
	S8740 facility grant	\$ 172,066	\$ -	\$ -	\$ 56,043	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 172,066
	State SpEd	\$ 329,958	\$ 16,498	\$ 16,498	\$ 29,696	\$ 29,696	\$ 29,696	\$ 29,696	\$ 29,696	\$ 29,696	\$ 29,696	\$ 18,412	\$ 594	\$ -	\$ -	\$ 329,958
	State nutrition	\$ 10,311	\$ -	\$ -	\$ 937	\$ 937	\$ 937	\$ 937	\$ 937	\$ 937	\$ 937	\$ 937	\$ 937	\$ 937	\$ -	\$ 10,311
	Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal State	\$ 2,704,949	\$ 106,275	\$ 107,212	\$ 258,933	\$ 248,275	\$ 196,072	\$ 307,378	\$ 204,232	\$ 192,232	\$ 300,965	\$ 227,551	\$ 163,130	\$ 229,237	\$ 163,460	\$ 2,704,949
Federal																
	Title VIII/III	\$ 128,983	\$ -	\$ -	\$ -	\$ -	\$ 51,593	\$ -	\$ -	\$ -	\$ -	\$ 51,593	\$ -	\$ -	\$ -	\$ 128,983
	CSF/G facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Federal SpEd	\$ 31,593	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,898	\$ -	\$ -	\$ -	\$ -	\$ 7,898	\$ -	\$ -	\$ 31,593
	Federal nutrition	\$ 158,335	\$ -	\$ -	\$ 14,394	\$ 14,394	\$ 14,394	\$ 14,394	\$ 14,394	\$ 14,394	\$ 14,394	\$ 14,394	\$ 14,394	\$ 14,394	\$ -	\$ 158,335
	Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal Federal	\$ 318,911	\$ -	\$ -	\$ 14,394	\$ 14,394	\$ 65,987	\$ 14,394	\$ 22,292	\$ 14,394	\$ 14,394	\$ 65,987	\$ 22,292	\$ 14,394	\$ 41,593	\$ 318,911
Local																
	LCFF - In lieu of property taxes	\$ 554,374	\$ 33,262	\$ 66,525	\$ 44,350	\$ 44,350	\$ 44,350	\$ 77,612	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ -	\$ 554,374
	Local nutrition	\$ 3,989	\$ -	\$ 363	\$ 363	\$ 363	\$ 363	\$ 363	\$ 363	\$ 363	\$ 363	\$ 363	\$ 363	\$ 363	\$ -	\$ 3,989
	Other local	\$ 62,276	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ -	\$ 62,276
	Subtotal Local	\$ 620,638	\$ 38,452	\$ 72,077	\$ 49,902	\$ 49,902	\$ 49,902	\$ 83,165	\$ 44,358	\$ 44,358	\$ 44,358	\$ 44,358	\$ 44,358	\$ 44,358	\$ -	\$ 620,638
	Total Revenues	\$ 3,644,499	\$ 144,727	\$ 193,683	\$ 323,229	\$ 312,571	\$ 260,368	\$ 423,267	\$ 276,426	\$ 289,791	\$ 359,717	\$ 337,897	\$ 229,780	\$ 287,989	\$ 205,052	\$ 3,644,499
Expenses																
	(1000) Certificated Salaries	\$ 1,404,290	\$ 112,343	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ 117,450	\$ -	\$ 1,404,290
	(2000) Classified Salaries	\$ 482,313	\$ 33,762	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ 40,777	\$ -	\$ 482,313
	(3000) Employee Benefits	\$ 773,444	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ 54,141	\$ -	\$ 773,444
	(4000) Books/Supplies	\$ 303,669	\$ 30,367	\$ 30,367	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ -	\$ 303,669
	(5000) Services/Other Operating Expenses	\$ 295,146	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ 22,874	\$ -	\$ 295,146
	(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	(6000) Capital Outlay	\$ 23,000	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ -	\$ 23,000
	(7000) All Other Outgo	\$ 363,680	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ 30,307	\$ -	\$ 363,680
	Total Expenses	\$ 3,645,542	\$ 285,710	\$ 297,832	\$ 291,759	\$ 290,240	\$ 290,240	\$ 290,240	\$ 290,240	\$ 290,240	\$ 290,240	\$ 290,240	\$ 290,240	\$ 290,240	\$ 158,076	\$ 3,645,542
	Surplus/(Deficit)	\$ (1,043)	\$ (140,983)	\$ (104,149)	\$ 31,470	\$ 22,331	\$ (29,872)	\$ 133,027	\$ (13,814)	\$ (450)	\$ 69,477	\$ 47,656	\$ (60,460)	\$ (2,251)	\$ 46,976	\$ (1,043)
	Accounts Receivables (prior year)	\$ 203,113	\$ 101,557	\$ 40,623	\$ 40,623	\$ 20,311	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Liabilities	\$ (151,638)	\$ (75,819)	\$ (30,328)	\$ (30,328)	\$ (15,164)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Accounts Payable (prior year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Facility - Acquisition & Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Facility - Tenant Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other Capital Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Depreciation (add back)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Inter Aspire Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Ending Cash Balance	\$ 4,413,235	\$ 4,413,235	\$ 4,321,298	\$ 4,364,980	\$ 4,394,375	\$ 4,366,419	\$ 4,501,362	\$ 4,489,465	\$ 4,490,932	\$ 4,562,325	\$ 4,611,898	\$ 4,553,355	\$ 4,553,355	\$ 4,553,355	\$ 4,553,355
	Beginning Cash Balance	\$ 4,526,564	\$ 4,413,235	\$ 4,321,298	\$ 4,364,980	\$ 4,394,375	\$ 4,366,419	\$ 4,501,362	\$ 4,489,465	\$ 4,490,932	\$ 4,562,325	\$ 4,611,898	\$ 4,553,355	\$ 4,553,355	\$ 4,553,355	\$ 4,553,355

Cash Flow

2021-2022		Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Revenues																
LCFF - net state aid	\$ 1,885,028	\$ 94,251	\$ 94,251	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
LCFF - education protection account	\$ 266,803	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lottery	\$ 48,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Mandate block grant	\$ 3,840	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ASES grant	\$ 138,414	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
S8740 facility grant	\$ 133,265	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State SpEd	\$ 334,574	\$ 16,729	\$ 16,729	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State nutrition	\$ 10,664	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other state	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal State	\$ 2,800,588	\$ 110,980	\$ 110,980	\$ 111,950	\$ 267,434	\$ 257,366	\$ 204,574	\$ 315,879	\$ 212,734	\$ 200,734	\$ 309,909	\$ 235,895	\$ 171,224	\$ 237,323	\$ 164,587	\$ 2,800,588
Federal																
Title VIII/III	\$ 133,394	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CSFG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 32,673	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal nutrition	\$ 163,750	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Federal	\$ 329,818	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Local																
LCFF - in lieu of property taxes	\$ 554,374	\$ 33,262	\$ 33,262	\$ 66,525	\$ 44,350	\$ 44,350	\$ 44,350	\$ 44,350	\$ 44,350	\$ 77,612	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ 38,806	\$ 554,374
Local nutrition	\$ 4,126	\$ -	\$ -	\$ -	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 375	\$ 4,126
Other local	\$ 62,276	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 5,190	\$ 62,276
Subtotal Local	\$ 620,775	\$ 38,452	\$ 38,452	\$ 72,090	\$ 49,915	\$ 49,915	\$ 49,915	\$ 49,915	\$ 49,915	\$ 83,177	\$ 44,371	\$ 44,371	\$ 44,371	\$ 44,371	\$ 44,371	\$ 620,775
Total Revenues		\$ 3,751,181	\$ 149,432	\$ 198,925	\$ 332,235	\$ 322,167	\$ 269,375	\$ 434,038	\$ 285,703	\$ 298,797	\$ 369,166	\$ 348,510	\$ 238,650	\$ 296,580	\$ 207,603	\$ 3,751,181
Expenses																
(1000) Certificated Salaries	\$ 1,436,652	\$ 114,948	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ 120,173	\$ -	\$ 1,436,652
(2000) Classified Salaries	\$ 498,809	\$ 34,917	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ 42,172	\$ -	\$ 498,809	
(3000) Employee Benefits	\$ 804,448	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ 56,311	\$ -	\$ 804,448	
(4000) Books/Supplies	\$ 314,054	\$ 31,405	\$ 31,405	\$ 25,124	\$ 23,554	\$ 23,554	\$ 23,554	\$ 23,554	\$ 23,554	\$ 23,554	\$ 23,554	\$ 23,554	\$ 23,554	\$ -	\$ 314,054	
(5000) Services/Other Operating Expenses	\$ 301,376	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ 23,357	\$ -	\$ 301,376	
(5870) Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6000) Capital Outlay	\$ 23,000	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ 1,917	\$ -	\$ 23,000	
(7000) All Other Outgo	\$ 375,887	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ 31,324	\$ -	\$ 375,887	
Total Expenses	\$ 3,754,426	\$ 294,179	\$ 306,659	\$ 300,378	\$ 298,808	\$ 298,808	\$ 298,808	\$ 298,808	\$ 298,808	\$ 298,808	\$ 298,808	\$ 298,808	\$ 298,808	\$ 298,808	\$ 163,940	\$ 3,754,426
Surplus/(Deficit)		\$ (3,245)	\$ (144,747)	\$ (107,734)	\$ 31,857	\$ 23,359	\$ (29,433)	\$ 135,230	\$ (13,105)	\$ (11)	\$ 70,358	\$ 49,702	\$ (60,158)	\$ (2,228)	\$ 43,662	\$ (3,245)
Assets																
Accounts Receivables (prior year)	\$ 205,052	\$ 102,526	\$ 41,010	\$ 41,010	\$ 20,505	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liabilities																
Accounts Payable (prior year)	\$ (158,076)	\$ (79,038)	\$ (31,615)	\$ (31,615)	\$ (15,808)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Prop 1D principal payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Expenses																
Facility - Acquisition & Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facility - Tenant Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Capital Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (add back)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Inter Aspire Transfers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 4,433,678	\$ 4,433,678	\$ 4,337,256	\$ 4,380,426	\$ 4,410,399	\$ 4,382,883	\$ 4,520,030	\$ 4,508,841	\$ 4,510,747	\$ 4,583,022	\$ 4,634,641	\$ 4,576,400	\$ 4,576,089	\$ -	\$ -	\$ -

Appendix XX:
Aspire Public Schools' Leadership Team Biographies

Aspire Public Schools Senior Leadership Team Biographies

Mala Batra, Interim Chief Executive Officer

Mala Batra joined Aspire in 2011 and has managed various functions including strategy, growth, and operations - overseeing the launch of six new schools, designing the organization's strategic planning process, and leading Aspire through the selection process of Memphis as its first expansion city outside of California. Most recently, she has been working to evolve the central support structure to ensure effective and efficient support for Aspire's 38 schools and 4 regions.

Prior to joining Aspire, Mala held project management roles at Levi Strauss & Co. and Gap Inc. and worked as a consultant for Deloitte. Mala holds a B.S. from University of California, Berkeley and an M.B.A from Harvard Business School.

Mary Cha-Caswell, Chief Operating Officer

Mary joins Aspire with over 20 years of experience in business management, operations and information technology. Having spent the majority of her career with Gap, Inc., Mary has extensive experience leading teams, transformative projects and navigating organization-wide change while running domestic and international businesses. In her role, she will oversee Aspire's Operations, People, Data & Assessment and Technology teams. Mary also serves on the Board of Directors for the San Francisco AIDS Foundation.

Anupam Mishra, Chief People Officer

Anupam serves as the Chief People Officer for Aspire, responsible for ensuring Aspire is THE employer of choice for the top educators in California and Tennessee. As a member of the senior leadership team, Anupam focuses on Aspire-wide strategic issues with a particular emphasis on culture, equity, recruiting, and professional development.

Prior to joining Aspire in November of 2017, Anupam spent most of his career driving innovation and excellence in the private sector. As managing director of Hellman & Friedman, he invested in and coached organizations from good to great, developing high-performance, people-driven cultures. Under his leadership, companies like Renaissance Learning and Ellucian launched pioneering software tools to support educators and students in more than 40,000 K-12 schools and 2,400 universities, respectively. Anupam also has served various non-profits, including advising the New Schools Venture Fund and acting as a Director on the board of a secondary charter school in East Palo Alto.

Anupam holds a B.A. and M.B.A. from Harvard University, and is currently a Fellow in the Broad Academy, a national professional development program for urban school system leaders.

Anupam has been married to his college sweetheart Kavita for over 16 years and has two young boys.

Ian Roberts, Chief Schools Officer

In joining our Aspire family, Ian brings a wealth of experience, compassion, and commitment to supporting students of color living in low-income neighborhoods. Ian currently serves as the middle and high school network superintendent for over 26,500 students in St. Louis Public Schools. Prior to his work in St. Louis, he served in various roles in charter and district-run schools in New York, Washington D.C., and Baltimore.

Jennifer Garcia, Chief Academic Officer

Jennifer is a veteran Principal at Aspire Ollin Preparatory Academy. As the Chief Academic Officer, she will lead Aspire's instructional vision and program design.

Jennifer has a deep dedication as an educator. Jennifer's 20 years as an educator include 10 as a Humanities and SPED teacher, 8 years as an Aspire principal, and 5 years as a lead principal helping drive our college partnerships and initiatives work.

She has a long-standing commitment to social justice. An Ethnic Studies major in college, Jennifer then transformed her undergraduate commitment to social justice into real-world application and impact as the architect of a deeply meaningful school culture at Ollin, and as a professor of ethics and leadership at CSU Dominguez Hills for the past 5 years.

Nickalous Manning, Area Superintendent - Memphis

With his Aspire start in 2012 as the Memphis Community Outreach and Partnerships Manager, Dr. Manning has continued to make his mark on Aspire Memphis as Principal of Hanley Elementary for two years, as Director of Curriculum and Instruction for the region, and most recently as Memphis Associate Superintendent and valued member of the Senior Education Team. In 2018, Dr. Manning became Aspire's second ever Memphis Area Superintendent. Dr. Manning has been instrumental in several turnaround schools in Memphis, Tennessee through his work as an assistant principal, principal, and associate superintendent. During his time in these roles, all of his schools experienced double-digit academic gains. Throughout his career, Dr. Manning has received training through New Leaders for New Schools, Harvard Principals Center, Urban Education Center, and Research for Better Teaching. In his fifteen years of being an educator in both district-run public schools and public charter schools, Nickalous served in several capacities including: teacher, coach, assistant principal, principal resident, principal, director of strategic partnerships, director of curriculum, and associate superintendent.

Dr. Manning has been named Airways Teacher of the Year, was featured in the Tennessee Education Association's training video, "Leadership Series," and has led a host of leadership teams and professional development series. Moreover, Dr. Manning has been a distinguished

lecturer at Christian Brothers University, Trevecca Nazarene University, Memphis City School's Teaching and Learning Academy, Urban Education Center, and adjunct professor for Performance Learning Systems in conjunction with Christian Brothers University.

Dr. Manning earned his Bachelor's degree from the University of Tennessee at Chattanooga in Secondary Education with concentrations and certifications in Economics and U.S. and World History. He also completed a Master's in Educational Leadership from Trevecca Nazarene University. While completing his Doctorate at Trevecca, his dissertation on single gender education earned him the coveted Trevecca Nazarene University's Dissertation Award.

Dr. Manning resides in Memphis, Tennessee with his wife, Lequite, and two sons, Miller and Maxwell. In his spare time, he enjoys reading and supporting the development of children.

Kate Ford, Area Superintendent – Los Angeles

Kate comes to Aspire from the Bill and Melinda Gates Foundation where she was a Senior Program Officer on the State and District Network Team led by Aspire's founder, Don Shalvey. Kate oversaw education grants to The College Ready Promise (Alliance, Aspire, Green Dot, and PUC) and to the states of California, Tennessee, and New Mexico.

Prior to joining the Foundation, Kate was the Executive Director/Principal of Peabody Charter School in Santa Barbara. She spent 20 years as a director/principal in public, charter, and private elementary and secondary schools in Lodi, San Jose, and Phoenix; and she was a middle and high school English and drama teacher for fifteen years. Kate was Regional Vice President for Advantage Charter Schools, where she oversaw the management and educational programs of several schools located in Texas and Arizona. In addition, Kate has received two Educator of the Year awards.

Kimi Kean, Area Superintendent – Bay Area

Kimi Kean has been honored to serve as the Bay Area Superintendent at Aspire Public Schools since June 2014. Kimi was raised in the Bay Area, in both East Palo Alto and Oakland. She is a former high school drop out who used her energy and determination to return to community college and eventually earn degrees from UC Berkeley and Columbia University Teachers College. Since 1996, Kimi has worked in youth development, leading college awareness and academic support programs for off-track adolescents before teaching English in Japan. Kimi taught in a dual language program in NYDOE, before founding a small school in East Oakland, where she eventually served as principal for five years. Acorn Woodland Elementary was one of the highest improving schools in California and was designated a California Distinguished School in 2010. Kimi was recognized for Leadership Excellence by New Leaders and as Principal of the Year by OUSD in 2007. Kimi is a proud fellow of New Leaders Cohort 4 and built on her passion for school leadership through serving as the Regional Executive Officer for 24 elementary and middle schools in Oakland Unified School District.

Excited about new possibilities in the charter school movement, Kimi transitioned to Aspire Public Schools in 2014. As the Area Superintendent, Kimi manages the performance of all 11 Aspire Bay Area schools to achieve our AspireForward targets through providing our scholars with an extraordinary, college-ready educational experience. As Area Superintendent, Kimi supervises and coaches regional leaders to cascade leadership practices and instructional/cultural systems across our schools. At Aspire Bay Area, Kimi manages the regional priorities and strategy and directly supports all 6-12 secondary sites and our post-secondary success initiatives. Kimi's best days are those spent in school coaching school leaders in the practices of leading content, observation and feedback and data meetings.

Kimi loves Aspire because of our phenomenal school leaders, our dedicated educators and talented team. Her love of Aspire is predicated on the ability to focus intensively and relentlessly on the important and hard work of improving the quality of teaching in our classrooms. She breathes the urgency of improving learning and results for our scholars every day. Two fun facts about Kimi are 1) her obsession with bitmoji and 2) reading intense non-fiction. Outside of work, Kimi loves being a mom to two wonderful daughters, 11 and 15 years old and supporting her partner in his new endeavor – Paulista Brazilian Kitchen and Taproom. To keep up her energy she practices the Dailey Method and is always ready to drop it down low for a turned-out-squats challenge.

Anthony Solina, Area Superintendent – Central Valley

Tony is the Area Superintendent for Aspire Central Valley. An educator at heart, Tony has taught students from preschool to college. Before earning his teaching credential he taught Montessori preschool where he learned to value constructivist learning. He has taught master's level coursework on equity, data driven culture, educational theory and site action planning for the University of the Pacific, Aspire University, and the Teachers College of San Joaquin.

Tony returned to his hometown of Stockton, CA to join Aspire Public Schools in 2002 as a first year teacher. He moved to open Aspire Langston Hughes Academy as the lead teacher in 2005 where he would return as principal in 2008 after opening Aspire Port City Academy as a new principal, in one of the first Statewide Benefit Charters. Both schools were awarded the California Distinguished Skills honor and grew in enrollment from 120 to over 1,100 students in a combined new facility in 2012. Most recently, Tony was Associate Superintendent of Secondary and Aspire-wide projects for Aspire Central Valley before being named Area Superintendent in summer 2018.

Tony earned a Bachelor's Degree from Sacramento State and an M.Ed. and teaching credential from the University of San Diego. Additionally, Tony completed a three year Stanford principal fellowship. He is currently working on his Ed.D. in Education Administration from the University of the Pacific exploring resilience among African American Males and admission to highly selective universities (expected completion June 2017).

James Gallagher, Vice President of Education

James joined Aspire in 2004; when he began as a high school Humanities teacher at Aspire Lionel Wilson College Preparatory Academy. During his 5 years at Wilson Prep, James served as lead teacher and Dean of Academics. In 2009, after teaching one year at Aspire California College Preparatory Academy, James joined the Instructional Coach team as a Secondary Humanities Coach. In his most recent role as Sr. Director of Instruction, James has led both our Teacher Effectiveness initiatives and our Aspire-wide Instructional Coach team. James earned his Bachelor's degree from Binghamton University and a law degree from George Washington Law School.

Bess Kennedy, Vice President of Advancement

While Bess has been in the law field for the past decade, working in San Francisco as Litigation and Employment Counsel for Morgan, Lewis & Bockius LLP (formerly Bingham McCutchen, LLP), she has been connected to Aspire over the years. She started as a 4th grade teacher at East Palo Alto Charter School (EPACS) in 1999 (before it was an Aspire school)! Then in 2001 she helped co-found the Development office at EPACS creating the foundation for a fundraising program at the school. Bess has remained on the EPACS/EPAPA Advisory Board ever since, which she also helped establish. Bess holds a BA in Philosophy from Stanford University and a JD from New York University School of Law.

Kara Maguire, Vice Present of People

Kara joins Aspire after seven years with Uncommon Schools, where she most recently led teams managing Recruitment, Diversity and Talent Development for 50 charter schools in the Northeast. Previous to Uncommon, Kara was a founding staff member of Iridescent, a non-profit that brings high quality science education to urban communities, as well as a 6th grade math and science teacher with LAUSD. Kara was a Teach For America corps member and also served TFA as an Assessment Designer, Professional Learning Community Facilitator and Curriculum Specialist at the Los Angeles Institute. Kara graduated from the University of Puget Sound with dual degrees in Business Leadership and Theatre Arts, as well as from Loyola Marymount University with a Master of Arts in Teaching.

Appendix XXI:
Aspire Public Schools' Fiscal Control Policies



Aspire Public Schools Fiscal Control Policy & Procedures

Effective June 21, 2018

Purpose

The purpose of this document is to outline the authority limits for each officer and employee to execute contracts and purchase goods or services on behalf of Aspire Public Schools, and to set out the policies and procedures when employees incur business expenses on behalf of Aspire Public Schools in the furtherance of its mission.

Authorized Approvers and Authorization Limits

1. *Definition of obligations:*

Contractual and disbursement obligations include all oral and/or written commitments on Aspire Public Schools' behalf including contracts for goods or services, construction contracts for new or existing school sites and facilities, employment contracts, lease commitments, investments, purchase orders, vendor invoices and other similar obligations. Contractual and disbursement obligations also include traditional payment transactions such as checks, wire transfers, bank transfers, and payroll disbursements.

2. *Review and due care:*

All contractual and disbursement obligations must be reviewed for budget impact, risks, legal considerations, optimal procurement practices, Aspire Public Schools internal control policies, and consistency with Aspire Public Schools Strategies and Priorities.

3. *Authorized approvers and approval limits (see chart):*

The tables below set out the limits of authority for Home Office employees, School Site employees and the Board of Directors:

Home Office Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Home Office Staff	No Approval
Managers and Directors without budget oversight	≤ \$300
Special Education Program Specialists	≤ \$1,000
Directors with budget oversight	≤ \$3,000
Vice Presidents* and Senior Directors	≤ \$10,000
Chief Officers	≤ \$50,000
CEO and CFO	≤ \$250,000
Board of Directors	> \$250,000

* Vice Presidents include General Counsel and Chief of Staff

School Site/Regional Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Teachers and Other School Site Teammates who are not Supervisors	No Approval
Business Managers, Office Managers and Supervisors	≤ \$300
Principals	≤ \$3,000
Associate Area Superintendents	≤ \$10,000
Area Superintendents	≤ \$50,000
CEO and CFO	≤ \$250,000
Board of Directors	> \$250,000

Any purchase or authorization of service greater than \$250,000 must be approved by the Board of Directors pursuant to the Bylaws. However, no further Board approvals for contractual or

disbursement obligations are required if the Board has previously approved a specific budget within which the contractual or disbursement obligation is included. For example, if the Board approves a total project budget for \$2,000,000, individual contracts above \$250,000 related to the total project budget previously approved, do not need to go to the Board for further approval.

All leases, monthly benefit costs and similar recurring transactions that cost in excess of \$120,000 annually should be reviewed and approved once annually by the Executive Committee of the Board or the entire Board.

4. *Approval process:*

Approvals may be structured as "up to" approvals. For example, the Board of Directors may approve of a known commitment in advance with a maximum amount approved. If the item is renegotiated for an amount greater than 10% of approved maximum amount, the request must be submitted again for approval.

5. *Review of Policy:*

The Board of Directors is to review this policy and the appropriate limits at least annually.

Procurement Policy

1. *Procurement:*

Aspire Public Schools purchases only those goods and services that are necessary for the organization to achieve its mission or other approved purposeful need. With every purchase, authorized approvers and employees will take into account price, quality, and level of service. Vendors may be selected based on any or all of these factors. Purchases paid with federal grants will follow procurement methods stated in [Uniform Guidance 2 CFR 200.317-200.326](#), except where Aspire's policy is more conservative. Purchases of \$5,000 or greater are capitalized as a fixed asset, tagged, and tracked until it has been disposed.

Aspire Public Schools employees planning to make purchases with federal grants should do so in accordance with our [Procurement for Purchases with Federal Funds](#) policies and procedures. When executing a sealed bid or competitive proposal, refer to the [Competitive Bidding Documentation template](#).

2. *Related Party Transactions:*

All Employees and Board members must disclose relationships with current or proposed vendors in accordance with Aspire Public Schools' [Conflict of Interest Policy](#). Any purchases that are paid through federal grants must follow the conflicts of interest requirements per [Uniform Guidance 2 CFR 200.118](#).

3. *Contract Goods and Services:*

To ensure protection, Aspire Public Schools requires contracts for goods or services to state expectations from both parties, delivery timing, payment terms, and other standard legal protections. Common types of contracts Aspire Public Schools utilizes include independent contractor agreements, memorandum of understanding, janitorial contract, and purchasing contract. Aspire Public Schools employees should utilize the contracts page created by the Aspire Finance team to help with any questions regarding contracts or to obtain a template to begin drafting a contract.

Aspire Public Schools requires completion of IRS Form W-9 for all new vendors, except local, state or federal government entities (in order to set up a new vendor in the accounting system and to issue 1099 forms) before payment can be made to the vendor.

Drafted contracts should be delivered to the Contracts team at contracts@aspirepublicschools.org. Completed contracts will be uploaded to Coupa by the Accounts Payable team where invoices are to be submitted against them. **All invoices derived from an approved contract should be submitted in Coupa against the contract so it does not go through another approval chain.** Once a contract has gone through the contracts process, invoices related to the approved contract and within the stated contract value will go directly to the AP team for review, and no further approval is needed.

4. *Non Contract Goods and Services:*

Aspire Public Schools allows for the purchase of goods and services from a vendor agreeing to bill the organization after the goods or services have been delivered. In some cases, a deposit may be required up front prior to delivery of goods or services. In case where purchase orders are needed, Aspire Public Schools employees will utilize Coupa to submit the purchase request.

In rare cases where goods or services have been delivered without a Purchase Order or Contract, a non-backed invoice can be submitted in Coupa to go through the necessary approval chain. This type of invoice submission should be avoided as much as possible through use of Purchase Requests and contracts.

5. *Credit Card Purchases:*

At times, it is necessary for purchases to be made on a corporate credit card. Aspire Public Schools issues credit cards to specific authorized employees to benefit Aspire Public Schools and the purchaser through prompt payment to suppliers and vendors. Credit Cards are issued at the discretion of the CFO and Controller to current employees who are granted purchasing authority (see Approval Matrix). Cardholders agree to all purchasing policies and procedures as well as the cardholder agreement (see Cardholder Agreement).

Violations of these policies will be investigated and may result in a written warning, suspension or revocation of credit card privileges, disciplinary action, or termination. The CFO and Controller have the authority to investigate any potential violations and determine recommended actions as deemed appropriate.

Cardholders are responsible for the activity on the card. Aspire Public Schools may suspend or cancel the card at any time for any reason and cardholders will surrender the card upon request.

Credit card violations may include, but are not limited to:

- Purchase of personal items or items for family/friends
- Credit card usage for cash advances
- Credit card payments for invoices without proper authorization
- Failure to return cards upon request
- Loaning of card to any other person
- Failure to reconcile credit card statement on monthly basis
- Failure to provide other support for charges as requested
- Two incidences of missing receipts over a three month period

Below are a list of credit policies for card holders to closely follow:

- The credit card is to be used for business purposes only
- Credit card limits will be established based upon role and responsibilities and will not exceed \$10,000.
- If a greater limit is needed for a particular employee, a request may be submitted by the employee's supervisor.
- No personal items should be charged to Aspire issued credit cards.
- Should an employee experience two (2) violations in a three (3) month period, they will be subject to at least one (1) month suspension on credit card privileges.
- Continual violation of credit card policies may result in cards being canceled.
- Credit cards may not be used to pay for invoices from vendors unless authorized by the CFO and Controller.

Each cardholder is expected to do the following in regards to receipts and reporting:

- Complete credit card reconciliation (statement review).
- Provide copies of corresponding receipts within stated deadline to online site. Receipts should be itemized and show entire details of what is purchased, especially for meals and restaurants (a credit card charge slip or statement is not sufficient).
- Maintain original receipts and send to Finance team employee upon request.
- When providing receipts, cardholders are expected to provide a brief description of purchase, provide codes such as object and resources, and ensure receipts uploaded are viewable.
- When receipts are missing, cardholders must complete Missing Receipt Acknowledgement Form which is uploaded as receipt image in lieu of receipt and approved by the cardholder's supervisor.
- Follow-up on any erroneous charges, returns, or adjustment to ensure proper credit is given on a timely basis.
- If card is lost or stolen, contact the Assistant Controller and Wells Fargo immediately to report.

Employee Expense Reimbursement Policy and Procedures

1. *Purpose:*

The purpose of Aspire Public Schools' expense reimbursement policy is to:

- Maintain effective controls on resources
- Authorize reimbursement to teammates for reasonable and appropriate business purposes
- Ensure expenses are in compliance with IRS, state, and/or granting/funder agency regulations
- Ensure that resources are wisely used to achieve the organization's mission

All employees of Aspire Public Schools are eligible to submit expense reimbursements, documented with receipts, through our expense reporting system and are expected to do so in a timely fashion. All expenses must be approved by a supervisor or authorized person other than the employee before payment. Employees should make every effort to submit requests weekly or within 30 days of incurring such expense. Items submitted **45 calendar days** after the date it was incurred may not be reimbursed.

Reimbursements typically occur weekly on Thursday's but may vary due to holidays or Home Office closures. Once a supervisor has approved a report, it will go to the Accounts Payable team to process the payment. The Accounts Payable team will utilize direct deposits as the method of payment to expedite reimbursements to employees where direct deposit have been set up. It may take up to **7 business days** from the supervisor approval for a reimbursement to be issued to a staff member.

2. *Expenses eligible for reimbursement*

Aspire Public Schools will reimburse employees for reasonable, necessary, and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, postage, supplies, meals, gas for rental cars, air travel, rental cars, and lodging. Below are specific guidelines for reimbursement of mileage, air travel, car rentals, other transportation, hotels, and meals and entertainment.

3. *Expenses ineligible for reimbursement*

Aspire must adhere to certain guidelines as set forth by the California and Tennessee Department of Education for the use of State and Federal funds. The following is a list of non-reimbursable items:

- Personal expenses or family member expenses
- Alcohol and tobacco (with exceptions noted in the Aspire Alcohol Policy)
- Laundry or cleaning expenses
- First class tickets or upgrades
- Early check-in fees for hotels, flights, and reservations
- Travel insurance
- Room upgrade fees
- Membership dues at any country club, private club, athletic club, or tennis club
- Baggage fee for less than 3 nights stay
- Hotel gym or health club fees

- Massages or spa services
- Traffic citations
- Movies or PPV in hotels
- In room minibar items
- Clothing or jewelry purchases
- Fee for obtaining background check and/or TB clearance test
- Cash advances
- Political contributions or donations

Common purchases from common vendors used on an ongoing basis exceeding a \$1,000 threshold should not be charged to personal credit cards. Instead, expenses exceeding the threshold of \$1,000 should be entered in Coupa as either a check request, or purchase order. Employees should follow up with their Office Manager about this process.

4. *Submitting an expense reimbursement*

The following guidelines must be followed to avoid delay in reimbursement of expense reports:

- When an expense is incurred, the original itemized receipt should be scanned or saved in PDF or JPEG format. Original receipts should be maintained by the employee for their own records. Receipts are required for all items above \$25, and items \$25 and below without receipt support may be rejected.
- A clear explanation of the expense should be provided in the expense template, so the supervisor and the Accounts Payable team (AP) can understand what the money was spent on. For meals, the business purpose of the meeting and the names and positions of all the attendees should be noted.
- The Expense Reimbursement Template should be completed. Select the project/site code affiliated with the expense report.
- When submitting business airline/mileage/car rental for reimbursement, follow the guidelines specific to those sections of the policy.
- Click on the “submit” icon located on the bottom of the page in order for the report to go through the appropriate approval chain process.
- Managers/Supervisors are responsible for reviewing that expenses are reasonable in amount, appropriate based on the employee’s responsibilities, supported by a receipt, coded accurately, and consistent with Aspire Public School’s expense policy prior to approving.

5. *Mileage*

Employees can be reimbursed for the cost of driving their personal car on Aspire Public School business (2018: Currently 54.5 cents per mile). The trip must be reasonable and necessary and approved by an employee’s supervisor. Mileage must be submitted in the following format as displayed in the line item description: “Home Office to Monarch”; or “CV Regional office to CHA”.

Note that an employee cannot be reimbursed for a "normal" commute. For example, if an employee has a normal 2 mile round-trip to work, and is assigned on a particular day to go to another location and that round trip is 10 miles, the mileage reimbursement will be for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller, CFO, or a Senior Leadership Team (SLT) member.

Aspire Public Schools is not responsible for parking tickets, or moving violation tickets.

6. *Air Travel*

Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to do the following when purchasing flights:

- Purchase airfare in Economy class or equivalent. If Economy class is unavailable, the employee must obtain approval from the CFO or Controller before purchasing a ticket.
- Purchase airfare at least 14 days ahead of travel when possible. Tickets purchased less than 14 days in advance must be approved by the employee's supervisor in advance of purchase.
- If airline flights provide a credit for refunds with regards to business airfares which Aspire paid for, the refund should be reimbursed to Aspire Public Schools.
- When expense reimbursements are submitted, it must include the following description: Order confirmation number/itinerary number, and date of travel. For example: AEX1234 and 05/31/17.
- Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
- Airline baggage fees for trips lasting two nights or less are not allowable, unless traveling with a discount airline. Charges incurred for baggage on domestic flights should not exceed \$50 per flight.

Aspire Public Schools is not responsible for lost, stolen, or damaged luggage. Should this occur, the employee is responsible for filing a claim with the airlines and/or the employee's own insurance company. If change fees are applicable due to a change in flight, the expense must be approved in advance by the employee's supervisor. Aspire Public Schools does not reimburse for early check-in.

California/Memphis Air Travel: In a continued effort to contain travel costs, Aspire has instituted a cap on flight expenditures in California and Memphis. The following limits will be in effect for round trip flights between these regions (based upon making a reservation at least 14 days in advance of departure):

- Memphis--Los Angeles & SF Bay Area - \$500
- Memphis--Sacramento - \$600
- SF Bay Area--Los Angeles - \$250
- Sacramento--Los Angeles - \$250

Any exceptions to this policy **must be approved in writing by the employee's supervisor** PRIOR to booking (approvals to be attached with receipt claiming reimbursement). Amounts over the listed limits will not be reimbursed.

7. *Car rentals*

Car rentals should be used only when needed and alternate forms of road transportation (uber, taxis, public transit, and personal vehicles) are not available. Aspire Public Schools’ corporate account with Enterprise should be utilized as much as possible because it will typically provide the best rate and may provide the best deal. The link to the Enterprise Corporate booking site is here (insert link). Aspire Public Schools employees are expected to do the following when booking rental cars:

- Rent “mid-size” models or lower and not exceed \$40 per day base rate
- Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency
- Aspire Public Schools will not be responsible for damages that occur during business use of either a personal or rented car
- Rentals over a weekend or holiday period are **not** reimbursable, unless adequately explained and approved (in advance) by a supervisor
- Refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company
- Car rentals should be submitted in the line item description as follows: (Order number/itinerary number & service date(s) incurred)

8. *Other Transportation*

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals. This category includes:

- Uber/Lyft/Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling
- Public transportation used instead of taxis when traveling out of town
- Train Fares

9. *Hotels*

Reasonable lodging costs incurred in the course of business travel are reimbursable when an overnight stay is required.

- Aspire Public Schools employees are expected to stay in standard business class lodgings, and room rates are expected to be reasonable for the location, otherwise are subject to rejection and may not be reimbursed. Below is an approved list of hotels and lodging within each of our regional locations:

Bay Area Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Bayside Hotel / Best Western	1717 Embarcadero, Oakland, CA 94606	510-356-2450	\$159	See Google Doc HERE
Executive Inn	1755 Embarcadero, Oakland, CA 94606	510-536-6633	\$149	See Google Doc HERE
Oakland Marriott City Center	1001 Broadway, Oakland, CA 94607	510-451-4000	12% off stay	See Google Doc HERE

Central Valley Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Holiday Inn Express	5045 S State Highway 99 E Frontage, Stockton, CA 95215	209-946-1234	\$129	See Google Doc HERE
Hilton Stockton	2323 Grand Canal Blvd. Stockton, CA 95207	209-957-9090	\$139	See Google Doc HERE

Los Angeles Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Embassy Suites	8425 Firestone Blvd, Downey, CA 90241	562-861-1900	10% - 15% off stay	See Google Doc HERE
Millennium Hotels	506 S Grand Ave, Los Angeles, CA 90071	213-612-1511	\$185	See Google Doc HERE
Crown Plaza	6121 E Telegraph Rd, Commerce, CA 90040	323-728-3600	\$179	TBD

Memphis Regional Hotels and Rate Information:

Hotel	Address	Phone	Hotel rate	Instructions
Sheraton Memphis Downtown Hotel	250 North Main St, Memphis, TN 38103	901-527-7300	\$129 - \$135	See Google Doc HERE

- For other hotels/lodging, use the current GSA per diem lodging rates below as a guide (rate per night excluding taxes). Reimbursements submitted in excess of these rates may not be approved:
 - a. Bay Area: \$171
 - b. Central Valley: Sacramento: \$128
 - c. Central Valley: Stockton/Modesto: \$107
 - d. Los Angeles: \$173
 - e. Memphis: \$125
- Any lodging stay outside of that stated above must be approved by the employee’s supervisor (*written consent to be attached with receipts*).
- Employees will not be reimbursed for a stay in a city longer than that is legitimately necessary.
- The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.

- When work commitments require Friday and Monday trips to the same city, employees are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
 - a. Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
 - b. Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

10. *Meals and Entertainment*

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc.

Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Please see below for breakdown of Aspire’s maximum daily reimbursement of \$60:

- Breakfast (6:30 am – 11 am) \$10 including tip
- Lunch (11:30 am – 4:30 pm) \$20 including tip
- Dinner (5 pm – 9 pm) \$30 including tip

It is not acceptable to purchase one meal for one person at the daily maximum of \$60.

Meals and entertainment expenses require the following documentation for reimbursement to occur:

- Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
- An itemized receipt of food/drinks purchased as well as the description of purpose of meal is required. This must include the number of individuals and the names of those attending, their titles, business relationship, if applicable, and business purpose of meal and/or entertainment.
- Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.

11. *Teachers’ Classroom Expenses*

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an “allowance” for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.

Note: Please verify with the Office or Business Manager if certain orders can be placed through the punch out catalog through Coupa in which vendors can automate invoices through the software. This will provide an additional discount when using the catalog, and diminish excess charges on personal credit cards.

Alcohol Policy

Per California Education Code Section 32435, no school district, county board of education, or county superintendent of schools can expend public funds on the purchase of alcohol. In addition, the risks associated with the consumption of alcohol at events sponsored by Aspire Public Schools must be actively managed. The purpose of this section is to outline when and how alcohol expenses at Aspire Public Schools-sponsored events will be reimbursed and how to manage the risk associated with serving alcohol.

No alcohol purchased for an Aspire Public Schools-sponsored event can be paid for with public funds. Any such expenses must be approved and paid for with private, unrestricted philanthropy. The following Aspire-sponsored events may include alcohol consumption paid for with private funds:

- Annual Town Halls
- Annual Leadership Retreat
- All-Principal Meetings
- All-Directors Meetings
- Region, School or Department Retreats

Any other alcohol expenses must be reviewed and pre-approved by Chiefs, for department or other Aspire-wide events, or Area Superintendents for school or regional events.

All alcohol expenses must be coded as follows:

- Object Code: 5206 (Approved Beverages)
- Resource Code: 0000 (Unrestricted and will be covered with private funds)
- Site Code: Home Office Department (100-199); Regional Office (200, 300, 400 or 500)

The Chief Financial Officer will be responsible for monitoring the overall adherence to the policy and for ensuring that the organization has adequate philanthropic funds to cover the purchase of alcoholic beverages such that no public funds are used. In addition, the Chief Financial Officer will report back to the Chiefs if the budget for alcohol for these events has been exceeded.

The Accounts Payable team will be responsible for monitoring alcohol reimbursement / invoice payment requests and for ensuring that alcohol beverages are coded to a home office or regional office site and the appropriate object code. If the itemized receipt includes food and alcohol, the coding for the expense reimbursement must be split into parts to differentiate between the object/site code for food and the object/site code for alcohol.

Risk Management

Aspire has an obligation to manage the risk exposure when alcohol is being serviced at an event. Here are some suggestions that Area Sups and Chiefs can consider when hosting an Aspire organized event that includes the consumption of alcohol:

- Limit the number of drinks
- Offer cabs
- Include some language in the agenda about responsible drinking
- Serve food with the drinks

Banking and Cash Policies

1. *School Site Checking Accounts*

Aspire has created one checking account for each school it operates and has opened three additional checking accounts at schools to support Student Body groups, Field Trip fundraising, and other Development teams. Each school site checking account is monitored on a weekly basis by the Accounting team to manage cash balances and sweep any excess funds deposited to the school's general fund.

The School Site Checking accounts are to be utilized by the school sites for making deposits of donations or fundraising proceeds and to issue checks for the expenditures less than \$250. Office Managers/Business Managers are responsible to keep support documents and maintain the ledger up to date by using the [Online School Ledgers](#).

Deposits: Deposits must be made at least once a week. Prior to deposits, Office Managers/Business Managers should make copies the checks. Copies of checks are kept at the school for internal financial records. The [Deposits Summary Sheet](#) must be filled with deposits breakdown and check/cash count and verified by two personnel including Office Managers/Business Managers.

Mealtime payment should not be deposited to school site account. It should be deposited to Aspire's main checking account and all backup documents should be sent to Home Office by courier.

In cases where a parent has written a bad check repeatedly, a School may request other form of payment using the [NSF Check Letter](#).

Check Payments: Check payments are limited to \$250 per check. Writing multiple checks to pay for expenses greater than \$250 is prohibited. Office Managers/Business Managers must obtain an invoice or receipt to write a check. Where invoices or receipts cannot be obtained, appropriate detail documenting the expense should be supplied. A Principal is the sole signer of checks. In absence of a Principal, the Area Superintendent may appoint an Interim Principal or other authorized person to sign checks.

Online School Ledgers: Within 5 business days of the transactions, [Online School Ledgers](#) must be updated with applicable documents uploaded. Coding and procedures are available [here](#).

2. *Bank Reconciliations*

Bank reconciliations for all Aspire bank accounts are performed on a monthly basis by the Accounting staff. They are reviewed by either the Assistant Controller or Controller. Outstanding check lists are provided for each account in the reconciliation including a list of payroll checks for applicable accounts. The list of outstanding checks for vendor and employee expense payments is reviewed on a monthly basis by the Accounts Payable staff. Phone calls and emails to vendors with outstanding checks are made typically after an item becomes 90 days old. The list of outstanding

checks for payroll are sent to the payroll staff monthly for follow up. Phone calls and emails again are typically done after the item is 90 days old.

Reporting of unclaimed vendor or employee expense checks is performed after the check becomes 3 years old. These items are reported to the California State Controller's Office on an annual basis. Unclaimed payroll checks are reported to the California State Controller's Office once the check becomes 1 year old. Unclaimed payroll checks are reported on an annual basis.

3. *Cash Investments*

Aspire Public Schools has implemented a policy on [Cash Investments](#). The purpose of this policy is to set forth guidelines for the investment of Cash. This policy defines how decisions regarding the management and investment of Cash shall be made. The policy establishes the underlying goals of Aspire Public School's investment strategies and identifies the types of investment vehicles eligible for company investment.

Appendix XXII:
The Charter School's Student Family Handbook



Education • Responsibility • Empowerment • Success
Aspire Public Schools

**ASPIRE ERES ACADEMY
STUDENT FAMILY
HANDBOOK
2018-2019**

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WELCOME FROM THE CEO

Dear Aspire Families,

From all of us here at Aspire, welcome to the 2018-19 school year!

Aspire was founded in 1998, making this year our **20th anniversary!** For twenty years, we have had the privilege of partnering with families to ensure that every Aspire student receives an excellent education. From day one, our vision has always been ***College for Certain***. We promise to work hard each day to prepare your child for a future filled with choices, and we thank you for partnering with us to make that happen. You, family members, are the wonderful champions, cheerleaders, and coaches for your children - and we could not do this work without you.

This year, there are **over 17,000 Aspire students** across California and Tennessee, and our goal is for each and every one of them to be **prepared for success in college and in life**. From TK through 12th grade, we are **helping students gain the knowledge and skills they need** to tackle any problem - not just problems on a worksheet or a test, but real problems that matter to them, to the people they love, and to the communities they live in and serve, both now and in the future.

We believe that **there is no more important work than education** and no greater accomplishment than seeing students reach their goals. Whether this is your family's first year with Aspire or you have been with us for many years, we want you to know what an honor it is for us to work with you and your child (or children!) in our schools.

Thank you for your partnership, and let's have a wonderful year!

Sincerely,

Carolyn Hack
Aspire Public Schools CEO

ASPIRE-WIDE VISION

Every student is prepared to earn a college degree.

ASPIRE-WIDE MISSION

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

ANNUAL NOTIFICATION AND GUIDELINES

This Student Family Handbook enumerates sections of the Education Code that require annual parent and/or guardian notification. [*Education Code § 48980[a]*]

California state law governs the basic operation of public schools, and the legislature regularly passes new laws affecting the quality and availability of education, as well as laws mandating that local school districts undertake new responsibilities.

These laws often require that Aspire adequately inform parents of the opportunities and protection to which they are entitled. Aspire complies with this by providing families with this Annual Notification in the Student Family Handbook at the beginning of each school year and by issuing the same publication to new families as they enter Aspire schools during the year.

The following contains a summary of state law provisions with which all parents and guardians should be familiar. In some cases, the laws have been summarized, and the precise code number has been provided should parents require more detailed information.

The Student Family Handbook will be published annually. All registered families of Aspire Public Schools will indicate their willingness to be governed by the Student Family Handbook by signing annually a written statement to that effect. The Administration reserves the right to amend the Handbook at any time for just cause. Parents of Aspire Public Schools students will be notified of the changes, in writing, in a timely manner.

ASPIRE ERES ACADEMY INFORMATION AND POLICIES

LETTER FROM THE PRINCIPAL

Hi ERES Families!

My name is Jenna Ogier and I am honored to serve as your Principal. I have been an elementary teacher and administrator for the last 10 years. I taught 4th and 5th grade in Richmond, and then at ASPIRE's Berkley Maynard Academy (BMA) in Oakland. While working as a lead and mentor teacher, I attended UC Berkeley's Principal Leadership program to build my leadership skills and develop my practice as a social justice leader. Then I worked as the Elementary Dean and Assistant Principal at BMA, before joining ERES as Principal last year.

It has been an honor to work with my Aspire ERES family. We believe in granting all students access to a college education. Founding families and staff created our name around our school values- E for education, R for responsibility, E for empowerment, and S for success. Every day I work to ensure that all of our students are receiving the socio-emotional and academic support they need to transform the world into a more equitable and just place. I do this work by collaborating with teachers, staff, and families on a daily basis.

I am looking forward to continuing our partnership and collaboration with all of you in order to support ERES students!

In Unity,

Jenna Ogier
Principal

ABOUT THE SCHOOL

Aspire ERES Academy, located in the Fruitvale community, serves students in grades TK-8th.

SCHOOL SITE MISSION AND VISION

All ERES graduates are critically literate and empowered, prepared for high school, and ready to leverage college and create a more just world.

In 3 years, all ERES scholars will be reading on grade level AND there will no longer be a gap in academic achievement between scholars who receive FRL and those who do not (as determined by SBAC). *Therefore, this year we will focus on:*

1. Scholars developing a joyful reading identity by understanding themselves as a reader, actively working toward their literacy goals, and using texts, writing, and discourse to engage in and understand the world around them.
2. We will improve our school culture by developing both scholars' and educators' socio-emotional skills, in order to increase proactive problem-solving, attendance, and time in class, while decreasing disproportionate discipline outcomes by gender.
3. Deeply engaging our families as partners in pursuit of our collective vision

CAMPUS AND OFFICE OPERATIONS

SCHOOL CONTACT INFORMATION

1936 Courtland Ave
Oakland, CA 94601
510-436-9760

SCHOOL SITE CALENDAR

Aspire ERES Academy 2018 - 2019 School Calendar

Aspire - Bay Area Schools

July	Instructional Days: 0	January	Instructional Days: 12																																																																																																		
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Legend:		Rev. 5.16.18
School Day	No School	
Minimum Days	Testing Days (TBD)	
No School	Family Events	
	First & Last day of school	

DROP OFF AND PICK-UP PROCEDURES

On time drop off and pick up is important to your child's success.

To improve student safety, a new system for dropping off and picking up students has been created. It combines use of designated areas, a reminder to follow traffic safety rules and regulations, and the help of **ERES's Student Safety Patrol**. In order to make drop off and pick up as efficient and **safe** for you, your child and other families, please follow the below procedures.

Drop Off Time: 7:30 AM

- Use the designated drop-off zone which is coned off as a "drive through" only
- Stop just long enough for students to exit the car
- If you chose not to use the zone, you must find a legal parking and walk your child to school
- Do not block traffic
- Accept student safety patrol help who will act as "valets"
- Do not get out of the car: safety patrollers will open the door and safely guide students on to the sidewalk.

Pick Up Time: 3:30 PM (Monday – Thursday) and 12:00 PM (Friday/Minimum Days)

- Pick up zone, which is coned off, will be used as a "drive through" only
- All families will receive 2 Student Pick-Up signs with their student names on it, per family. We ask that families place this sign on their dashboard to help expedite the dismissal process
- A staff member will walk your student to your vehicle
- If you chose not to use the zone, you must find a legal parking and pick up your child from the beach area entering the side gate between the two churches

Early Pick-Up Policies and Procedures: If you need to pick up your student before dismissal, you will need to stop by the office and sign your student out at which time the office staff will call your student down from the classroom.

For the safety of students, parents or guardians are not to drop students off, nor are students to arrive at school, prior to 30 minutes before the start of school, unless the student is involved in a regular school activity, meeting, or community program. Similarly, it is the responsibility of the parents or guardians to arrange to have their student leave or be picked up right after school, unless the student is involved in a regular school activity, meeting, or community program or is staying at the request of school personnel. In case of emergency, all students should go directly to the school office at any time before or after school.

Students who cannot comply with these requirements are placing all those at the school at risk by disregarding safety considerations. Students placing themselves or others at risk by violating the above policies may be subject to disciplinary action, including suspension and expulsion.

CLOSED CAMPUS

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the School Office.

PARENT/FAMILY CONTACT INFORMATION

Parents are asked to notify the office in writing as soon as any change of contact information (telephone numbers, address, etc.) occurs. This will ensure that all communication will be received without delay or interruption. Every student must have complete and up-to-date Emergency Contact Information, properly signed and on file in the school Office. **Student may only leave campus with an adult whose name is listed on the emergency contact information.**

CUSTODY ORDERS, POWER OF ATTORNEY OR CAREGIVER AFFIDAVITS

We recognize that all families are unique. If you have family situations which involve specific custody or other legal documents, please let the school know so that we can support your child and family.

TELEPHONES AND CALLS TO STUDENTS

The office telephone is for school business only. Students using the phones inappropriately will be subject to disciplinary action.

If it becomes necessary for you to reach your child during school hours, or if it becomes necessary for your child to reach you during school hours, all communications should be relayed through the main office.

Only emergency messages will be relayed. As appropriate, the office staff and administration will determine if a message is an emergency.

MEDICATION

If your child needs to take any prescription medications, you must have:

- 1) a doctor's written and signed note (Parent/Physician Statement) detailing the method, amount, and time schedules for such medication, **and**
- 2) a written and signed note (Parent/Physician Statement) from the parent indicating his/her desire that the school assist the student as set forth by the physician in his/her statement.

For safety reasons, children are not allowed to have medicine in their classrooms, lunchboxes, or in their pockets. All medication must be dispensed through the office. You may also come and administer medication to your child, if needed. From time to time some parents request that their child be able to take Tylenol or Advil at school. This is permissible only with written parent and doctor permission (Parent/Physician Statement) and the medication must be in its original container.

ENROLLMENT

ENROLLMENT

Parents of all enrolled students will receive an Acceptance letter and either an Enrollment Confirmation form or Registration Packet; enrollment is not considered complete until that Enrollment Confirmation Form or Registration Packet has been completed and returned. Failure to return the Enrollment Confirmation Form or Registration Packet by the specified deadline may result in the spot being given to the next student on the waitlist.

RE-ENROLLMENT

Before new students can be enrolled, current families are asked to complete a Re-Enrollment Form, indicating whether they plan to return the following school year.

CLASS PLACEMENT

Class placements are carefully considered and created at Aspire Public Schools, with a goal of balancing classes based on a variety of factors. Parents are welcome to submit a letter describing their child's learning styles and interest, but parent requests for specific teachers are not accepted.

FOREIGN EXCHANGE STUDENTS

Aspire Public Schools does not accept or enroll foreign exchange students.

IMMUNIZATION REQUIREMENTS

Students who do not comply with the vaccination requirements shall be excluded from school, meaning, 'No shots, no school'. State law requires that for unconditional admission to school, all students under 18 shall be fully immunized according to the requirements of the California Department of Public Health. All entering students must be up-to-date with immunizations according to Aspire policy and the schedule provided by the California Department of Public Health. As of January 1,

2016, exemptions based on personal beliefs, including religious beliefs, will no longer be an option for the vaccines that are currently required for entry into school in California. If you have a previous personal belief exemption, please reach out to your school to discuss next steps. Students may be exempted from this requirement for medical reasons only. In the event of an outbreak of a disease for which the child has not been immunized, he or she will be excluded from school for the period of communicability.

Students who do not comply with the requirements shall be excluded from school. The immunization requirements do not prohibit pupils from accessing special education and related services required by their individualized education programs. If you have questions about your child's immunization record and/or admission status, please contact your child's school.

ATTENDANCE

Aspire Public Schools (APS) believes that only through daily participation in classroom activities can students achieve success and progress in their academic and social growth. Regular attendance is also preparation for entry into the world of employment. All students and parents are accountable for regular class attendance and daily assignments.

EXCUSED ABSENCES

A student not present in class for any reason is considered absent. Students must be excused from compulsory attendance if they are to miss school; a student will be excused for an absence if 1) the reason for the absence is listed below **and** 2) the absence **is communicated to the school within 5 days** of the absence: [Education Code § 48205(a) and § 48205(c)]

- (1) Due to the pupil's illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats (for purposes of this section, attendance at religious retreats shall not exceed four hours per semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the student's absence has been requested in writing by the parent or guardian and approved by the principal or a designee.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) For the purposes of attending the pupil's naturalization ceremony to become a US Citizen.

MAKE-UP WORK FOR STUDENTS WHO WERE ABSENT

Students who are absent from school for any of the excused reasons stated under "Excused Absences," as well as suspension, shall be allowed to complete all assignments and tests. Upon satisfactory completion, the student shall be given full credit for completed work. Local school procedures will guide, pursuant to the regulations of APS, what assignments the student shall make-up and in what period of time the student shall complete such assignments. The tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence. [Education Code § 48205]

GENERAL TARDINESS

Any student who arrives to school after the opening-school bell has rung or the official start of the school day, yet less than 30 minutes into the instructional school day, will be considered “tardy.” Once the school day has begun, students who are not present and actively engaged in the learning activities at the start of a class period and or when the opening class bell has rung are also considered “tardy.”

Individual schools shall create and publish procedures to govern the admission of students that are tardy to school, including, but not limited to those described in the following section.

SCHOOL SITE ATTENDANCE AND TARDY PROCEDURES

Regular, on-time attendance is important for your child’s success. In the event your child is absent or tardy, please follow the procedures below.

If your child is **absent**, please call the school office to **report the absence within 5 days** and ask for makeup work so that your child does not fall behind.

If your child is **tardy**, please have them come to the office to sign in for the day and obtain a “tardy pass” before they go to class. A student is considered tardy at 8:01 AM.

CHRONIC ABSENTEEISM

Any student who has been absent from school (excused or unexcused) for 10% or more of the total days of attendance for that school year may be required by the school principal to provide an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement.

Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester to a failing grade for their courses at the marking period (grade of “F” or “NC”). [Education Code § 49067]

Students with excessive absences may be referred to the school’s Truancy Abatement Program as a way to remediate the excessive absences. The abatement program may include Weekend Make-up School.

WITHDRAWAL DUE TO EXCESSIVE UNVERIFIED ABSENCES (AWOL)

In rare circumstances, students will be disenrolled from an Aspire school for multiple consecutive days without attempting to notify the school of the absences or without responding to school inquiries (phone, fax, and mail) about the student absence.

TRUANCY

A student is considered truant when the student is:

- absent from school without a valid excuse three school days in one school year,
- tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or
- any combination thereof.

Truancy is for unexcused absences not cleared within 5 days. To avoid truancy, please always inform the office if your child’s absence or tardy is for an excusable reason as defined above.

NOTIFICATIONS OF TRUANCY

If your child is classified as truant under California Education Code, you will receive notification from the school that includes information required by the state. The first notification will come to you once your child has accrued three truancy events. Please reach out to the school on this first notification, as it will allow the school to work with you in support of your child’s attendance. You will receive additional notifications after six and then again after seven total truancy events. [Education Code §§ 48260, 48261, 48262]

First Notification of Truancy or Excessive Absences

- Letter #1 sent regular and/or delivery confirmation mail when a student has accrued **three (3) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.

Second Notification of Truancy or Excessive Absences

- Letter #2 sent regular and/or delivery confirmation mail.
- A student must be notified a **second time** once they have accrued at least **six (6) truancy events**.
- Student may be assigned, with or without parent consent, to the school's truancy abatement program.

NOTIFICATION OF DETERMINATION OF HABITUAL TRUANCY AND SART

Once your child has received a third notification of truancy after accruing a seventh truancy event, the California Education Code identifies your child as a habitual truant. At this point, the school is required to hold a School Attendance Review Team (SART) meeting with you. At that meeting an attendance contract, including supports, will be discussed and signed and your child will be assigned to the school's truancy abatement program. [Education Code §§ 48260, 48261, 48262]

Notification of Determination as an Habitual Truant

- Letter #3 sent regular and delivery confirmation mail. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **third time** once they have accrued a **seventh (7) truancy event**. Student is identified as a **Habitual Truant**.
- SART meeting held with student, parent, teacher advisor, and Principal. If not already on file, an Attendance Contract must be signed at this meeting.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program.
- If the parent and/or guardian fails to respond in 10 days or does not attend the scheduled conference, the matter may be referred to the Aspire Student Attendance Review Board (SARB).

The school's SART will consist of:

- The principal;
- The student's teacher from the school in which the student is enrolled; and
- Other relevant members, such as another Aspire administrator, an Aspire Home Office representative, other teachers or staff as appropriate, counselor, etc.

NOTIFICATION OF CONTINUED TRUANCY AND REFERRAL TO ASPIRE SARB

Once a student reaches an 8th truancy event, you will receive notification that the student has been referred to the Aspire Student Attendance Review Board process, which is a final attempt to help resolve truancy issues before more stringent consequences are considered, including, but not limited to: referral to the District Attorney. [Education Code §§ 48260, 48261, 48262]

Notification of Continued Truancy – Referral to Aspire SARB

- Letter #4 sent regular and registered delivery confirmation mail from the Regional Office. In addition, a parent may be asked to sign the letter in person.
- A student must be notified a **fourth time** once they have reached an **eighth (8) truancy event**.
- Principal refers student to Aspire SARB with required attachments.
- Student will be assigned, with or without parent consent, to the school's truancy abatement program, including, but not limited to Weekend Makeup School.
- If the parent fails to respond within 10 days or attend the scheduled conference, the matter may be referred to the District Attorney's office and other appropriate actions.

The APS SARB will consist of:

- The school principal or their administrative designee;
- A teacher from the school in which the student is enrolled;
- The CEO's designee from the Aspire Home Office; and

- Other relevant members, such as local school district representative, District Attorney representative, special education representative, counselor, local police official, etc.

ACADEMICS

ACADEMIC INTEGRITY

Aspire Public Schools believes in academic integrity. Students are expected to do their own homework, to test without external resources, and to submit original work for all assignments. Aspire students are expected to deny all requests to copy from their own work.

CONSEQUENCES FOR VIOLATING ACADEMIC INTEGRITY

1. All test papers, quizzes, or assignments will be taken from the student(s) violating the policy.
2. A student found cheating may receive, at the discretion of the teacher, a grade of “F” or a zero for the test, quiz, or assignment. This may lower a quarter or semester grade substantially.
3. Parents will be notified and a parent conference will be arranged if the teacher deems it necessary.
4. The Principal will be notified.
5. An incident of cheating and or plagiarism will result in removal from the Honor Roll for that quarter.
6. Repeated violations or a single serious violation may lead to more serious disciplinary actions.

GRADING POLICIES AND PROCEDURES

When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the teacher of record for the course, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetence the grade shall be final [Education Code §49066a].

Teachers may make changes to grades until they have been stored in PowerSchool. After grades are stored, teachers are prohibited from changing grades without securing the approval of the school site principal and the Area Superintendent. All grade changes will be documented in student’s cumulative folder using the official Aspire “Grade Change” form and requests for changes will only be accepted for 21 school days after the official close of the marking period. Teachers wishing to change a student’s grade after grades have been stored should apply the following criteria:

- The student had extenuating circumstances that prohibited the student from completing the course on time (example: automobile accident, serious illness).
- The student did not receive adequate materials to complete the course (example: textbook)
- The grade should not be changed if the student made little or no effort to complete the assignments or solicit support during the time span of the course

ELEMENTARY GRADING (TK- 5TH)

Aspire ERES Academy uses a standards based grading policy for grades TK-5th, which is a method where teachers measure how a student is doing in reaching a specific learning goal or standard. Students receive a 1-4 with the following definitions:

Grading Key	
4	Exceeding the grade level standard
3	Meeting the grade level standard
2	Approaching the grade level standard
1	Below the grade level standard
\	Standard not addressed

Please note, not all standards are assessed during every grading period. If you have questions about what your child is learning or how they are progressing, please reach out to your child’s teacher.

SECONDARY GRADING (6TH-8TH)

GRADE	DESCRIPTION
A +	<ul style="list-style-type: none"> • Demonstrates exceptional progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject.
A	<ul style="list-style-type: none"> • Produces notably superior work and receives consistently high marks on class tests. • Does all assigned work plus additional work. • Shows superior ability to learn facts, principles, and skills; applies them to new situations. • Demonstrates creativity and originality.
A-	<ul style="list-style-type: none"> • Assumes active, alert leadership in learning activities. • Is on or above grade level in classes where grade level standards exist. Shows capabilities in critical thinking related to the subject.
B+	<ul style="list-style-type: none"> • Masters fundamentals thoroughly, and does above average daily work; receives consistently above-average marks on class tests.
B	<ul style="list-style-type: none"> • Does all assigned work plus some additional work. • Shows above average ability to learn and apply facts, principles, and skills. • Does some independent work, showing initiative and originality.
B-	<ul style="list-style-type: none"> • Assumes active, alert role of follower, and shows some leadership in learning activities.
C+	<ul style="list-style-type: none"> • Shows satisfactory grasp of fundamentals and receives consistently average marks on class tests.
C	<ul style="list-style-type: none"> • Does assigned work, and usually makes up work missed. • Shows average ability to learn and apply facts, principals, and skills. • Shows average ability in critical thinking, and some originality.
C-	<ul style="list-style-type: none"> • Follows class activities and makes some contribution.
D+	<ul style="list-style-type: none"> • The student demonstrates inconsistent progress in meeting content standards at his or her grade level and acquiring the knowledge, skills, and habits on assignments, class participation, projects, and tests to be ready to take high school college preparatory courses in that subject
D	<ul style="list-style-type: none"> • Shows below average growth in understanding of the subject. • Receives consistently below-average marks on tests.
D-	<ul style="list-style-type: none"> • Does less than the average amount of assigned work, and seldom makes up work missed. • Shows below-average ability or initiative in learning and applying facts, principals, and skills.
F	<ul style="list-style-type: none"> • Participates inadequately or ineffectively in learning activities. • Shows below average ability or initiative in critical thinking and creativity.

INSTRUCTIONAL MATERIALS

All instructional materials, including teacher’s manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable (instructional) program shall be available for inspection by the parents or guardians of students [20 USC 1232h(a)].

TEXTBOOKS AND MATERIALS

Students are responsible for all books and school materials issued to them. All textbooks are to be protected with sturdy book covers, no contact (adhesive) or other permanent book covers allowed. Students will be fined for unusual wear or damage to books. Students will be charged a replacement fee for all lost books, technology or other school materials issued to them, including library books.

REQUIRED RESTITUTION

Student grades, diplomas, and transcripts may be withheld from students and parents or guardians when a student has damaged, destroyed, or not returned loaned property of the school and restitution has not been made. The records are withheld from the student and parent and/or guardian, but will not be withheld from a requesting school. [Education Code § 48904(b)]

CALIFORNIA MATHEMATICS PLACEMENT ACT

In accordance with the California Mathematics Placement Act of 2015, Aspire Public School has adopted the “Enhanced Pathway” in the *California Mathematics Framework, 2013* as it allows students to develop a solid foundation on key middle school mathematical concepts, and also gives students time to make key choices on their mathematics pathway. For additional information, please visit www.aspirepublicschools.org.

TESTING

California students are required by state law to take multiple assessments to measure their progress and mastery of the CA adopted Common Core standards. These include, but are not limited to, the:

- Smarter Balanced Achievement Consortium Tests in grades 3 – 8 and 11
- CA English Language Proficiency Assessment (ELPAC) for English Learners in K-12
- California Science Test (CAST) in 5, 8, and at least one high school grade
- California Alternative Assessment (CAA) for students who qualify based on disability
- Additional benchmark and interim tests are administered for internal Aspire purposes including an internal reading diagnostic assessment
- Other federal, state and local tests as required

FAMILY LIFE/HIV/AIDS EDUCATION

The Family Life Education program is designed to help students understand the biological, psychological, social, moral, and ethical aspects of human sexuality. The program provides information on human growth and development, physical and emotional changes that occur during adolescence, and responsibility. Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school. [Education Code § 51934]

The Family Life Education Program includes age appropriate instruction about Acquired Immune Deficiency Syndrome (AIDS) and Human Immunodeficiency Virus (HIV). The course will include information on AIDS and its effects on the human body, HIV transmission and prevention, community resources, decision-making and refusal skills, and public health issues. The Family Life and HIV/AIDS instruction programs follow the guidelines set forth by the California Education Code. Parents and/or guardians may contact the Principal if they would like to preview the classroom materials.

SCHOOL CULTURE AND STUDENT LIFE

SCHOOL CULTURE HIGHLIGHTS

Aspire ERES Academy works hard to create a positive school culture with College for Certain and student success at the center of all that we do. From classrooms named after universities to celebrations that connect our school with students, family and staff, building community is an important piece of the work we do every day.

Every Friday we hold Townhall where students are celebrated and recognized for their hard work while also building community and teamwork.

We value family feedback. We invite all family members to join us for monthly Admin Chats with administration to share any celebrations, questions, or concerns. All administrators hold office hours open to families from 8-8:30 and 3-3:30 to share any personal concerns or have 1-on-1 time to build relationships.

DRESS CODE

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days 6th-8th Grade Only

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

SCHOOL SITE SPECIFIC DRESS CODE

Aspire ERES Academy requires all students to wear uniforms. Below are the specific uniform requirements for students.

UNIFORM POLICY: 2018-2019		
ITEM	Allowed	Not Allowed
Shirts (K-5th Grade)	Gray Polo (long or short-sleeved)	Logos
		Letters
		Designs
Shirts (6th-8th Grade)	Black Polo w/Aspire ERES logo	Logos (not Aspire ERES)
	Black Polo	Letters
		Designs
Pants	Navy Blue dress pants	Jeans or look like jeans or jeggings
	* <i>K may wear sweatpants</i>	Cargo pants, sweat pants*
		Leggings, or sagging pants
Undershirts	Solid white	Logos
	Solid gray	Letters
	Solid navy blue	Designs
Sweaters, Sweatshirts, Sweater Vests	Solid navy blue	Excessive bagginess
	Solid gray	
	ERES sweatshirts	
Skirts, Shorts, Skorts, Jumpers, Dresses	Solid navy blue	Mini skirts
	<i>Appropriate length exceeds length of fingertips when arms are straight at side.</i>	
Outdoor Gear (jackets, hats, gloves, scarves)	Any outdoor gear is appropriate BUT cannot be worn in the classroom	Baseball hats - AT ANY TIME
		Bandanas
Tights, Leggings, knee socks	Solid white	Patterns
	Solid navy blue	Designs
	solid gray, black	Logos
Shoes	Tennis shoes	Sandals
	Sneakers with rubber soles	Open-toed shoes
	Flats and flat boots (on non-PE days)	Flip flops, heels, wedges
Other	<i>Necklaces must be worn inside the shirt.</i>	
COLLEGE DRESS K-5 Grade (Fridays w/Green Pass)	College, ERES, or Aspire T-shirts	Ripped jeans
	Blue or Black jeans	Jeggings/Leggings
		Sweat pants
		Pajamas
FREE DRESS 6-8 Grade (Only Fridays w/Green Pass)	Shirts with soccer team	Spaghetti Straps
	Clothing with appropriate logos	Sagging
	Knee-length bottoms	Undergarment showing
	Tops with 2-inch straps	See-thru shirt
		Mid-riff (showing stomach)

CLUBS AND ACTIVITIES

Students must maintain an overall grade point average (G.P.A) of at least of 2.0 in all course work attempted and/or be passing all classes in order to participate in any co-curricular activity. Activity & Athletic eligibility are discussed fully in Aspire Board Policies and Administrative Regulations (§ 6145.2). A co-curricular activity is defined as a program that may be associated with the curriculum in a regular classroom that meets one of the following criteria:

- The program is supervised or financed by the school.
- Students participating in the program represent the school.
- The program includes both preparation for and performance before an audience or spectators.

In essence, for a student to be eligible for activities:

- The student is currently enrolled in **at least** 30 semester credits of academic school work, **AND**
- The student has accrued the equivalent of at least 25 semester credits of academic work at the completion of the most recent grading period, **AND**
- The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by Aspire’s Board of Directors; **AND**
- The student has maintained, during the previous quarter at least a 2.0 GPA (on a 4.0 GPA scale – *inclusive* of any Community College Credits) in all enrolled courses.

ATHLETICS

In addition to the policy above, Aspire Public Schools follows the guidelines established by the CIF Blue Book.

1. Athletes must meet the Aspire Eligibility requirements.
2. Students must maintain a minimum grade point average of 2.0 for the previous grading period to remain eligible. In accordance with CIF, students who fall below 2.0 may be placed on probation for one quarter. Additionally, athletes must meet the Aspire eligibility requirements.
3. Students must exhibit satisfactory citizenship and conduct on and off the field.
4. Students must observe all regulations outlined in the current edition of the CIF Blue Book.
5. Students must pass a physical examination given by a medical doctor.
6. Students may provide evidence of their own personal insurance, but are not required to have personal insurance. The Aspire Public Schools liability insurance provides limited coverage so that all students may participate in athletic programs.

DAILY ATTENDANCE AND PARTICIPATION IN ACTIVITIES

Students must attend school on the day of a school activity or event in order to participate. Students who do not attend school the day of a school activity or event, even if the event is in the evening may be denied the privilege of attending school activities or events on that date.

SCHOOL LUNCHESES

In addition to our regular food service program, students may be eligible for the no-cost or reduced lunch program. Those students should complete a new application during the first week of school each year. See the cafeteria manager or office for the application form. Students must present their student I.D. in order to obtain lunch.

EMPLOYMENT OF STUDENTS - WORK PERMIT

While school and preparation for university must always be a student’s first priority, students, over the age of 14, are encouraged to consider employment to enhance their academic portfolio, to prepare for

university, and to gain valuable life skills and experiences. In order for a minor (anyone under the age of 18) to work, he/she must obtain a Work Permit from the school.

In order for a student to be eligible to obtain a work permit, the student must:

- a. maintain a minimum progress toward meeting the high school graduation requirements as prescribed by Aspire's Board of Directors policy.
- b. maintain, during the previous grading period (by quarter), at least a 2.0 GPA.
- c. not receive a failing mark in any core academic subject the previous grading period (by quarter).

Any student wishing to seek employment is encouraged to meet with the Dean of Students or Academic Counselor to discuss the California legal requirements, eligibility requirements, and procedures outlined below. State law places restrictions on the amount of time minors may work and requires that it not interfere with their academic progress. In accordance with Aspire Public Schools Administrative Regulations and CA Education Code 49164 - "The CEO or designee shall revoke a student's work permit whenever he/she determines that employment is impairing the student's health or education, that any provision or condition of the permit is being violated, or that the student is performing work in violation of law." Specific details may be found on the following websites or by talking with your school dean or counselor:

- Information on Minors and Employment , (<http://www.dir.ca.gov/dlse/DLSE-CL.htm>)
- Division of Labor Standards Summary Chart, (<http://www.dir.ca.gov/dlse/MinorsSummaryCharts.pdf>)

Child Labor Laws 2013, (<http://www.dir.ca.gov/dlse/ChildLaborLawPamphlet.pdf>) Work Permits FAQ, (<http://www.cde.ca.gov/ci/ct/we/wpfaq.asp>)

EXPANDED LEARNING/AFTERSCHOOL PROGRAMS

Aspire Public Schools' expanded learning program during afterschool hours provides our students with additional academic supports and access to enrichment activities such as music, art, sports, and other club extracurricular activities. Academic supports focus on English Language Arts and Math intervention for students performing below grade level, as well as daily homework assistance and college readiness supports for older students. Enrichment activities are designed to foster creativity, teamwork and physical activity, while reinforcing key academic skills and giving students opportunities to explore their interests and talents – and have fun. If you have questions about your school's afterschool program, please contact the school office.

STUDENT BEHAVIOR AND DISCIPLINE

NOTICE OF REGULATIONS

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This handbook satisfies this requirement by describing expectations for student behavior, plans for managing student behavior and consequences for not adhering to expectations.

POSITIVE BEHAVIOR SUPPORT SYSTEMS

Aspire ERES Academy is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

Multi-tiered Systems of Support (MTSS): MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs.

Positive Behavior Interventions and Supports (PBIS): PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.

Restorative Practices (RP): RP promote positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

SOCIAL-EMOTIONAL LEARNING (SEL)

Our approach to Social and Emotional Learning (SEL) is to create positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire will be moving forward with an Aspire-wide TK-12 adoption and roll out of SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

Aspire ERES Academy utilizes proven SEL programs and other techniques to include SEL in our regular day program. This program is in addition to the many other culture and skill building opportunities occurring at your child's school.

RULER: RULER (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) is a PreK-12 approach to social and emotional learning that builds emotional intelligence in students and adults and prepares adults to model these skills and create a supportive and healthy emotional climate for students.

Please reach out to the school if you would like to learn more about the systems and programs our school uses.

BEHAVIOR MANAGEMENT CYCLE

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. These rules and procedures will clearly describe the Aspire School's discipline expectations, and it will be printed and distributed as part of the annual notifications that are sent to each student at the beginning of the school year.

Discipline includes, but is not limited to, advising and conferring with students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of these regulations, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

BEHAVIOR EXPECTATION GUIDELINES

Students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-

discipline. This entire process is built on respect with every adult and student viewed as a person who has dignity and worth as an individual.

Each school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting. Open, honest communication with students, parents, and school staff is the best way to achieve this goal.

In order to reach the goals and objectives of this school, you are expected to:

- BE RESPONSIBLE, BE RESPECTFUL, AND BE SAFE by carrying yourself with respect and showing respect to others.
- ABIDE by all Federal, State, County, and City Laws.
- FOLLOW ADDITIONAL DISCIPLINE PROCEDURES contained in the Student Family Handbook and as developed by the School Site Council (previously Advisory School Council).
- FOLLOW RULES that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

The following are not allowed:

- Possession, use, distribution or being under the influence of drugs (illegal or prescription) or alcohol.
- Possession, use, or distribution of tobacco products or cigarettes.
- Possession or use of firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property (or any items that could create the impression of such harm).
- Gang related activities, such as “throwing signs” and group intimidation or gang affiliation.
- Fighting, horsing around, hitting, loud noise, or threats towards any person.
- Wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited. Do not destroy or write on school buildings, grounds, or property.
- Littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Eat only in approved areas and have only water in classrooms.

SCHOOL-WIDE EXPECTATIONS FOR STUDENT SUCCESS

Each school has adopted common rules that apply across all classrooms and at all times. These common rules are:

- 1) Follow directions of all staff at all times.
- 2) Look professional at all times. Please review the dress code section if you have questions.
- 3) Use positive language: No teasing, bullying, profanity, or insults, etc.
- 4) Keep hands, feet, and objects to yourself: No provoking or fighting, etc.
- 5) Take care of the school and other people’s property: No littering, gum chewing, or defacing of property. Eat only in approved areas and have only water in classrooms.

ALTERNATIVES TO SUSPENSION

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Education Code Section 48900 (see below under grounds for suspension for details) or that the pupil’s presence causes a danger to persons. [Education Code § 48900.5]

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may receive further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend

1. A teacher may suspend a student only from the teacher's classroom for the day of the suspension plus the following school day.
2. The Principal or the Principal's designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.
4. A student with an IEP being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Administrative Panel on a recommendation for expulsion. In the event that a special education student's cumulative suspensions in the school year exceed 10 days, the LEA is required to provide FAPE during any subsequent days of suspension. The IEP team determines the appropriate offer of FAPE for the student

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act 1) occurred on Aspire property or at an Aspire-sponsored event; 2) is related to an Aspire school activity, and/or 3) To or from activities described in #1 or #2.

Grounds for Suspension and Expulsion (CA Education Code)

The following information is provided in order to provide uniformity within Aspire in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew

packets, and betel. However, this section does not prohibit use or possession by a pupil of the pupil's own prescription products.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Sections 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Sections 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - 2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A. A message, text, sound, or image.
- B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).
 - (1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of the pupil's age, or for a person of the pupil's age with the pupil's exceptional needs.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified in Section 48900, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO, CEO's designee or the principal of the school in which the student is enrolled determines that the student has:

- Committed sexual harassment as defined in the Education Code section 212.5. [Education Code § 48900.2]
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Section 233 of the Education Code. [Education Code § 48900.3]
- Intentionally engaged in harassment, threats, or intimidation, directed against any Aspire personnel or students, that are sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment. [Education Code § 48900.4]
- Made terroristic threats against school officials or school property. [Education Code § 48900.7]
- Possessed or used any electronic signaling device that operates through the transmission or reception of radio waves, including, but not limited to, paging and signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee. [Education Code § 48901.5(a)]

Procedures in Cases Requiring Suspension

1. Incident Investigation- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. Determination of Length of Suspension- The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (maximum of five consecutive school days). [Education Code § 48911(a)]
The total number of days for which a student may be suspended from school shall not exceed 20 school days in any school year. [Education Code § 48903(a)]
3. Legal Notifications-Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code section 245. [Education Code § 48902]

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code sections 626.9 and 626.10. [Education Code § 48902]

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code section 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. [Education Code § 48902]

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. **Note:** The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse. [Education Code § 48906]

4. Suspension Conference- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
5. Notice of Suspension- The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

A copy of this form is stored in the OnCourse discipline system– suspension notices should not be placed in the student's cumulative file.

Appeals Process

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for the student's school related offenses.

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Manager of Student Services) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

EXPULSION

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature [enumerated in Education Code section 48915 (a) or (c)], expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct;
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense.

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

EXPELLABLE OFFENSES

• Mandatory Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel will also expel the student.

Mandatory Expulsion does not require a second finding of fact. [Education Code § 48915(c)]

- Possessing, selling, or otherwise furnishing a firearm, unless pupil had obtained prior written permission to possess the firearm from a certificated school employee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Health and Safety Code §§ 11053-11058
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possessing an explosive

• Mandatory Recommendation for Expulsion

The Principal or CEO (or the CEO's designee) shall immediately suspend and shall recommend the expulsion of a student who has been determined to have committed any of the following acts at school or at a school sponsored activity while under the school's jurisdiction. The Aspire Administrative Panel may order the student expelled.

Mandatory Recommendation for Expulsion requires a second finding of fact. [Education Code § 48915(a)]

- Causing serious physical injury to another person, except in self-defense [Ed. Code § 48900(a)]
- Possession of any knife as defined in Education Code § 48915(g) or other dangerous object of no reasonable use to the student

- Unlawful possession of any controlled substance, as listed in Health and Safety Code §§ 11053-11058, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis [Ed. Code § 48900(c)]
 - Robbery or extortion [Ed. Code § 48900(g)]
 - Assault or battery upon any school employee as defined in (Penal Code §§ 240 and 242)
- Permissive Recommendation for Expulsion-requires a second finding of fact

Upon recommendation of the Principal or CEO (or the CEO's designee), the Aspire Administrative Panel may order a student expelled upon finding that the pupil, at school or at a school sponsored activity on or off school grounds, violated any of the suspendable acts listed under suspension.

SUSPENSION AND EXPULSION OF STUDENTS WITH SPECIAL NEEDS: MANIFESTATION DETERMINATION

If a student with a disability (IDEA or Section 504 qualified) is suspended for ten or more school days (including both in and out of school suspension) or is recommended for expulsion, procedural safeguards for the student require a team to convene. In School Suspensions are not counted towards the ten days of removal if all three the following conditions apply: 1) The student can continue to progress in the general education curriculum; 2) The student receives the services listed in their IEP; and 3) The student can participate with their general education peers to the extent dictated by their IEP. The "Manifestation Determination IEP/504 Meeting" will determine whether the misconduct was directly caused by the student's disability and/or whether the IEP or 504 plan was being properly implemented. If it is determined at the meeting that the disability had no direct causal effect on the misconduct, and the IEP/504 was being properly implemented, then the student may be disciplined in the same manner as a non-disabled student.

HARASSMENT POLICY

We are committed to providing a learning environment that is free from harassment of any kind. Harassment of any student or staff member by another student or staff member is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential, and thorough manner.

Harassment occurs when an individual is subjected to treatment or a school environment that is hostile or intimidating because of the individual's race, creed, color, national origin, physical disability, sexual orientation, gender or sex. Harassment can occur any time during school hours or during school related activities. It includes, but is not limited to, any or all of the following:

Verbal Harassment

Any written, verbal language or physical gesture directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such.

Cyber Harassment

Any written language, pictures or video directed at a staff member or student that is insolent, demeaning, abusive, implicitly or explicitly implied as a threat of bodily harm is totally unacceptable and shall be deemed harassment and will be dealt with as such. This includes social networking platforms including, but not limited to Snapchat, Facebook, Instagram, and Twitter, etc.

Physical Harassment

Unwanted physical touching, contact, assault deliberately impeding or blocking movements, or any intimidating interference with normal work or movement

Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's

academic status or progress.

2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of the school to:

1. Implement this policy through regular meetings with all staff, ensuring that they understand the policy and its importance;
2. Make all staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself/themselves in a manner which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her/them that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she/they is/are perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Transgender Harassment

In accordance with Education Code (§221.5), Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student using appropriate name and gender-based pronoun will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.

- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.
- Bullying related to transgender identity will be quickly addressed and is considered a violation of Education Code § 48900(r) described above.

SEARCHES

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a principal or a principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. **Illegally possessed items shall be confiscated and may be turned over to the police.**

POSSESSION OF WEAPONS OR DANGEROUS OBJECTS

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

DRUG, ALCOHOL, AND TOBACCO FREE SCHOOLS POLICY

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. No person may possess, use or sell these items in any Aspire building, facility or vehicle.

OTHER PROHIBITED ITEMS

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to being taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offences will result in items being taken away and not returned until the end of the school year.

PERSONAL RESPONSIBILITY FOR ITEMS

Students are responsible for maintaining personal items. Aspire is not responsible for the loss or breakage of student's personal items at school unless said items are in the possession of an Aspire staff member at the time they are lost, stolen or broken.

STUDENT SUPPORTS AND PROTECTIONS

SECTION 504 PLAN

Section 504 of the Rehabilitation Act of 1973, states that no otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. (29 USC 794)

- Compliance monitored by the Office of Civil Rights.
- Applies to all institutions receiving federal financial assistance, such as public schools.
- Schools are obligated to provide a "free appropriate public education" (FAPE) to children with a disability.

Section 504 prohibits discrimination while assuring that disabled students have educational opportunities and benefits equal to those provided to non-disabled students. **If you would like to know more about 504 Plans or other types of assistance available to your student, please contact your Principal.**

SPECIAL EDUCATION

Aspire Public Schools serves all students, regardless of their disability, and provides Special Education services to students who are found eligible under the Individuals with Disabilities Education Act. Schools are obligated to provide a “free appropriate public education” (FAPE) in the least restrictive environment (LRE). Referral for special education eligibility and services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Special Education referrals will be coordinated with school site procedures for referral of students with needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team (SST). A student shall be referred for special education and services after the resources of the regular education program have been considered and, where appropriate, utilized. [For more information on the Special Education referral process, see the section *Child Find and Special Education Notification*]

- **Parent’s Procedural Safeguards:** Procedural Safeguards (also known as Parent Rights), must be given to the parents of child with a disability at a minimum (a) Upon initial referral for evaluation; (b) Upon each notification of an IEP meeting; (c) Upon reevaluation of a child; (d) in accordance with disciplinary procedures and (e) Upon receipt of a request for due process.

CHILD FIND AND SPECIAL EDUCATION NOTIFICATION

Many programs for the children in Aspire Public Schools are provided at no cost to you. Our schools offer special education programs and services such as specialized instruction, behavioral services, speech therapy, physical and occupational therapy, and other special education related services. Developmental screening and or comprehensive assessments for children who are suspected of having a disability which could adversely affect their educational development are available at no cost to you.

A student must be evaluated and identified as having a disability under the Individuals with Disabilities Education Act (IDEA) to be eligible for special education programs and related services. Assessment is the process to determine a student’s needs and eligibility for an Individualized Education Plan. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs. Assessments must address all areas related to the suspected disability and be conducted by a multi-disciplinary team, including the parent. The evaluation will result in a written report consistent with *California Education Code Section 56327*. Whenever a parent provides a request for assessment, the LEA has 15 days to review the request and respond in writing. If the LEA determines that assessment is appropriate, an assessment plan will be developed and a copy given to the parents. Parents have 15 days to respond to the proposed assessment plan. The assessment will begin upon receipt of parent’s written consent to Individual Assessment Plan. The assessment must be completed and the IEP meeting held within 60 days of receipt of parent’s written consent. If there is denial of the request for assessment, prior written notice will be provided to the parents, consistent with *Title 34, CFR Section 300.503*, providing *rationale* for denial of the request.

If any Aspire Public Schools family has questions or concerns with regard to an enrolled student receiving special education services, you have the right to request assistance in addition to copies of policies, procedures, evaluations, plans and reports by contacting the Aspire Special Education office. Appointments or further information can be obtained by contacting the Aspire Special Education office at 510-434-5000 or by requesting information from your local school principal.

SPECIAL EDUCATION COMPLAINTS

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent’s Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student’s special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent's Procedural Safeguards with the parent, which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

HOMELESS CHILDREN AND YOUTH (MCKINNEY-VENTO REAUTHORIZATION OF 2002)

As required by Federal law (McKinney-Vento), Aspire Public Schools ensures that homeless children and youth are provided equal access to the same free, appropriate public education as provided to other children and youth. For additional information concerning services for homeless children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

FOSTER CHILDREN AND YOUTH

As required by State law, Aspire Public Schools ensures that all educational decisions for foster youth shall be made to ensure that each foster pupil has the opportunity to meet the same academic achievement standards to which all pupils are held. For additional information concerning services for foster children and youth, please contact the Regional Manager of Student Services. Contact information for the RM may be obtained through your school's main office.

ENGLISH LANGUAGE LEARNERS

Aspire provides a variety of programs to help students who need support in their speaking, reading, writing or understanding of English as a result of English not being their home language. If you are interested in these supports for your child, please contact your school's main office.

GENDER DIVERSE STUDENT SUPPORTS

Aspire is committed to providing a safe and supportive environment for all students and ensuring that all students have equal access to Aspire's educational programs and activities. Aspire requires that all schools and all personnel promote acceptance and respect among students and staff. Aspire is a place where each student's gender identity is accepted and valued as an important part of the whole child. If you are interested in discussing specific supports for your child, please contact your school's main office.

STUDENT SUCCESS TEAM (SST)

The Student Success Team is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.

AGREEMENT TO CONTINUE STUDENT IN KINDERGARTEN

Kindergarten is an important place for children to develop the pre-requisite skills they need to be successful in 1st grade. If a student is struggling to develop those pre-requisite skills we work with families to determine if students should progress or repeat kindergarten. Students will not repeat kindergarten without the agreement of parents to postpone 1st grade [Education Code § 48011].

INDEPENDENT STUDY

Independent Study is an instructional strategy that responds to a student's individual needs. It is an alternative to classroom instruction consistent with Aspire's course of study and is not an alternative curriculum.

Acceptable reasons for requesting Independent Study include excused or warranted absence from school for five (5) or more consecutive school days. Written requests for independent study should be directed to the principal at least two weeks before the anticipated departure.

Permission to grant Independent Study is up to the discretion of the principal. If the student has been on Independent Study before and has not completed the work as assigned, it is up to the Administrator Principal as to whether he or she should be allowed to participate in the program again. No student with exceptional needs may participate in Independent Study unless the Individualized Education Program (IEP) specifically provides for participation.

HOME HOSPITAL INSTRUCTION

The purpose of Home and Hospital Instruction (HHI) is to provide instruction to a student with a *temporary* disability in the student's home or in a hospital or other residential health facility, excluding state hospitals. The temporary disability must make attendance at Aspire impossible or inadvisable. Please reach to your school's main office if you would like to discuss HHI for your student.

SOCIAL-EMOTIONAL SCHOOL COUNSELING PROGRAMS

This section provides general information about the counseling services at Aspire schools. It is not intended to be an exhaustive list of the particular requirements for counseling at a specific school nor do all Aspire schools have the capacity to provide counseling services. Please contact the school's main office to determine specific protocols at this school site.

School-based, social-emotional counseling is available on a limited basis through our school counseling department. However, the scope of practice for a school counselor is much more limited than that of an outside therapy agency or provider. School counselors' work with students focuses on issues that are present during the school day, specifically working to ameliorate presenting problems' impact on a student's educational achievement. **Counseling in the school setting is not meant to replace therapeutic interventions or treatment from outside agencies or providers for mental health concerns.** Parents should not expect the level of counseling at a school site to be sufficient to support the needs of students with significant mental health issues. Additionally, school counseling services are only available during regular school days and times.

Counseling services are not guaranteed for students. Students referred for services may be placed on a waiting list until such time as the counseling staff has an opening. Students may be moved on the wait-list based on school discretion and applicable State and Federal laws. As stated above, however, school counseling resources are limited and counseling services are not guaranteed for every referral received.

EMERGENCY MEDICAL CARE

All students must have an emergency information card filled out and signed by the parent or guardian at the beginning of each school year. This card delineates what care the parent desires for their child in the event of an emergency, along with noting the current medical and emergency information.

CONTAGIOUS OR INFECTIOUS DISEASE

A child may be sent home, if for a good reason, he or she is believed to be suffering from a recognized contagious or infectious disease. The child shall not be permitted to return until the school authority is satisfied that any contagious or infectious disease does not exist.

EMERGENCY PREPAREDNESS AT ASPIRE PUBLIC SCHOOLS

Aspire Public Schools is committed to maintaining safe and secure campuses for our students and staff. We work diligently to make sure that students and staff are prepared for emergencies. To that end, every school has a comprehensive school safety plan that covers Aspire's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning. Every school conducts regular emergency

drills that at a minimum, meets the state mandated requirements. These drills include: Fire, Earthquake, and Lockdown/Shelter in Place.

Parents are asked to make sure that their students actively participate and take emergency drills seriously. These drills help make sure students are well prepared in an event of an emergency. Each school also stocks emergency supplies to sustain students and staff. These supplies include the following: water, food, first aid supplies, search and rescue supplies, and sanitation items. These supplies are checked regularly by school staff.

Parents should be familiar with the school's emergency procedures and update contact information whenever it changes. Keep your cell phone with you to receive recorded updates on the emergency. Knowing where to go to pick up your child will save time and reduce anxiety. Parents should remember that schools have emergency procedures in place to protect all the students and that schools will follow these procedures during an emergency.

CHILD ABUSE REPORTING

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please contact the front office.

FAMILY AND COMMUNITY ENGAGEMENT

SCHOOL-HOME COMMUNICATION

At school we depend on our parents and guardians to work as our partners in supporting their children's education. It is always best to first contact your child's teacher to address any concerns which you may have. All staff at Aspire can be reached by email and phone provided by the school site.

FAMILY ENGAGEMENT ACTIVITIES

Children learn best when their parents are engaged every step of the way, creating a bridge of learning from the classroom to the home. Below are some examples of what Aspire does to help parents and guardians become great coaches for their children:

Guidance for At-home Support: Aspire coaches parents on how to structure reading at home (20+ min per day K-5), providing the right level of help with homework, participating in projects, and playing games that reinforce learning.

Participation in School Decision-making: Aspire includes two parent representatives on the School Site Council (previously Advisory School Council) of each school, as well as parent participation on the school's Teacher Hiring Committee.

Admin Chats: Administration will host an Admin Chat one Friday or Thursday every month to welcome families to provide feedback on how we're doing as a school, bring any celebrations, concerns, or questions to create a stronger collaboration between the school and families keeping in mind the success of our students.

VISITOR POLICY

Guests are welcome! **Any visitor entering the school grounds must register in the Office, identify themselves and the nature of their business, and receive a Visitor's Pass.**

Parents and guardians are encouraged to visit school sites and classrooms to observe and support the work of the schools. This is one of the essential vehicles for a school-parent partnership. Each school has various ways to engage with parents and make them comfortable in the school including Saturday

Schools, School Site Councils (previously Advisory School councils), volunteer opportunities and site specific events.

All visitors to a school site must report to the office when entering and receive authorization to visit elsewhere in the school site. A principal or designee may direct a visitor to leave the school and not return for a designated time if it is determined that the visitor has interfered with the good order or peaceful conduct of the school. Additionally, no electronic listening or recording devices may be used in the classroom without the prior consent of the teacher and principal of the school.

Unauthorized persons will not be permitted in school buildings or on school grounds. School principals or designees are authorized to take appropriate action to prevent such persons from entering buildings and from loitering on grounds. Such persons will be prosecuted to the full extent of the law, including but not limited to, Education Code section 32211.

VISITOR GUIDELINES

All campus visitors must have the consent and approval of the principal/designee. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained.

Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity, including, but not limited to, lunch, recess or after-school.

Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor's permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school's established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor's permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

VOLUNTEERS

Volunteers help enrich students' education and provide extra assistance for teachers and school staff. Volunteers are typically on campus for longer periods or with larger amounts of responsibility than standard visitors are. Because of this, there are additional requirements for volunteers beyond those for basic visitors and key volunteer requirements are discussed below, but please review the full volunteer handbook for a complete list of requirements.

Potential volunteers are urged to contact the school if they can offer time or services to help with any part of the school program. **Volunteers are placed with teachers or other staff members who have requested volunteer assistance. Schools reserve the right to assign volunteers to classrooms/activities as needed and to decline a volunteer's services at any time.** All visitors, including volunteers, must sign in at the front desk and receive a "Visitor Badge" as identification. They must also sign out when leaving the premises. This is for the safety of the children and staff as well as the visitor in case of an emergency. For the safety of all students, all volunteers must have:

- A negative TB test on file in the school office within the past four years before starting to work with students.
- A background check, if working with students in unsupervised settings. Unsupervised volunteers who need to be fingerprinted include coaches, after school program staff, business mentors, tutors, and chaperones on field trips – anyone who is working with a student(s) without supervision. The results

of the background check are **confidential** and will not be discussed with other staff members and or parents.

Volunteer Drivers

- The driver must have a valid California Driver's License.
- The parent or adult driver must have a current "**Driver's Liability Insurance Statement**" on file in the school office with the following minimum coverage: \$15,000 per person, \$30,000 per occurrence, \$5,000 property damage (15 30 5).
- Vehicles for transporting children must be in a safe and operable condition. The number of passengers in the vehicle must not exceed the number of seat belts. Cars with passenger side air bags **cannot** have a student occupying that space.
- Children weighing less than 40 pounds must ride in a car seat with seat belt.
- Drivers must have clear driving records. Drivers who have been convicted of a misdemeanor or felony drunk driving will not be authorized to drive students. Drivers cited with more than one moving violation within the past year will not be authorized to drive students.
- The sponsoring program will pay bridge tolls and admissions. No mileage will be paid to parents.

ASPIRE FAMILY RIGHTS AND RESPONSIBILITIES

NOTICE FOR DIRECTORY INFORMATION

Under FERPA, Aspire must get parents' or eligible students' written consent prior to the disclosure of personally identifiable information from students' records.

However, Aspire may disclose designated "directory information" (as defined below) without prior written consent, unless a parent or eligible student has advised Aspire that the parent or student does not want such "directory information" disclosed. Every parent and eligible student must be notified about what information constitutes "directory information," must be informed that they may opt-out of having this information provided about the student, and must provide Aspire with the decision to opt out within a reasonable amount of time from when the "directory information" notice was provided. At the start of every school year, parents and eligible students will be provided this "directory information" notice and will be provided a reasonable period of time to opt-out.

Directory information, if released, is generally not considered harmful or an invasion of privacy. Aspire defines directory information to include:

- Student's full name
- Grade enrolled
- Degrees, honors and awards received
- Club participation
- Sports participation, including athlete's height and/or weight

The primary purpose of directory information is to allow Aspire to include information about students in certain school publications, such as but not limited to:

- Yearbooks
- Graduation programs
- Honor roll and other awards/recognition lists
- Club activity announcements
- Sports activity rosters, which may include height and weight of athletes

Additionally, federal laws require Aspire Public Schools, because we receive assistance under the Elementary and Secondary Education Act of 1965 (ESEA), to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents or eligible students have advised Aspire that they do not want this information disclosed without their prior written consent.

If you do not want Aspire to disclose any or all directory information, as defined above, from your child's education records (or your educational records, if you are 18 years old or older) without your prior written consent, you must notify Aspire in writing. Aspire provides an "Opt-Out" form at the start of every school year, as part of its annual FERPA/Directory Information Notification. You may use this form or you may submit other written notification within a reasonable amount of time from the date you were informed of what is included as "directory information."

NON-DISCRIMINATION AND TITLE IX POLICY

Aspire Public Schools is committed to equal opportunity for all individuals in education. Aspire Public Schools (APS) does not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Aspire will follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" should contact the principal of the school and Aspire recommends individuals work with their schools when they have concerns.

Parents who wish to file a discrimination or harassment complaint should complete Aspire's "Uniform Complaint Investigation Request" Form (located at the back of this handbook), and should contact the Principal at the school or their Regional Manager of Student Services. More information on Aspire's Uniform Complaint procedures is included later in this handbook.

ASPIRE STUDENT DATA PRIVACY POLICY

Aspire is committed to protecting the privacy of our student data. As an organization, we believe that data is a powerful tool and utilize data extensively to monitor and improve student outcomes. We recognize that there are risks in the collection and usage of this data and in order to protect the privacy of our students, we have enacted the following policies:

- Aspire limits the collection, usage, and sharing of student data to only those data points which are required by law or useful in improving student outcomes.
- Student data is only made available to parties that have an immediate, legitimate need to access the data.
- Aspire ensures that both our internal systems and the systems of our vendors use proper technological safeguards to protect student data and are legally bound to prevent the use of student data for marketing or sales purposes.
- When Aspire ends our relationship with a student data vendor, we ensure that the data is removed from their systems.
- We abide by all state and federal student data regulatory laws including:
 - Family Educational Rights Privacy Act (FERPA)
 - Protection of Pupil Rights Amendment (PPRA)
 - Children's Online Privacy Protection Act (COPPA).

For more information about our student data policies, please contact the Aspire Home Office at 510-434-5000.

FAMILY EDUCATIONAL RIGHTS TO PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review** the student's education records within 45 days of the day the Aspire receives a request for access. Parents or eligible students should submit to the Aspire principal a written request that identifies the record(s) they wish to inspect. The Aspire principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. **The right to request amendment** of the student's education record that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask Aspire to amend a record they believe is inaccurate or misleading. They should write the Aspire principal to clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent or eligible student, the Aspire principal will notify, in writing, the parent or eligible student of the decision and advise them of their right to a hearing with the Aspire Director of Student Services regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. **The right to consent** to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by Aspire as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Aspire Board of Directors; a person or company with whom Aspire has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing the official's tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

Upon request, Aspire discloses education records without prior written consent to officials of another school district in which a student seeks or intends to enroll. Student records shall be released to another school district where the student has enrolled or intends to enroll, upon official request from that district. If such transfer of education records is made, Aspire will make a reasonable attempt to notify the parent or eligible student of the records request.

At the time of transfer of records, the parent/guardian, custodian or adult-age student may receive a copy of the records at his/her/their expense (\$0.25 per page), if requested, and shall have an opportunity to challenge the contents of the records.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by Aspire to comply with the requirements of FERPA. The name/address of the office that administers FERPA and receives grievances is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

USDA CIVIL RIGHTS STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NO CHILD LEFT BEHIND NOTIFICATION

You have the right under Federal law to request information specific to teacher qualifications. In addition, *No Child Left Behind* (NCLB) places an emphasis on the parents' right to know about the professional qualifications of their child's classroom teachers. Parents have the right to request the following information about the instructional staff working with their child:

- (1) Has the teacher met state certification for the grades and subjects that he or she is teaching?
- (2) Is the teacher working with an emergency or conditional certificate?
- (3) What was the baccalaureate degree major of the teacher and any other graduate certification or degree held?
- (4) What are the qualifications of the paraeducators working with the child?

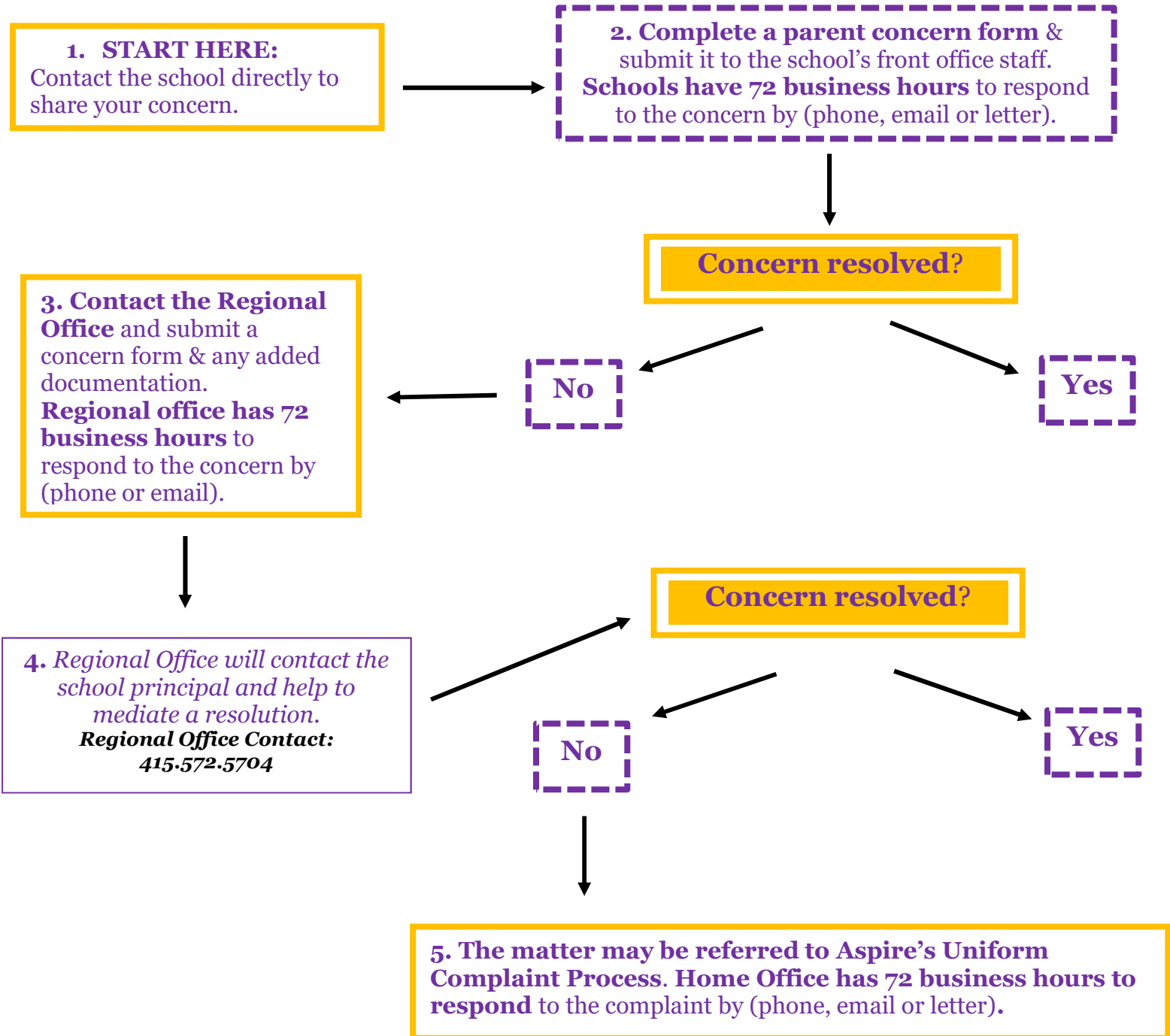
Aspire Public Schools is committed to providing quality instruction for all students. It does so by employing the most qualified individuals to teach and support each student in the classroom. If you would like to receive any of the information listed above, please contact the Aspire Human Resources department at 510-434-5000.

PUBLIC MEETING NOTICE

The public is invited to attend Aspire Public Schools public meetings. If you require any reasonable accommodation to enable you to attend and or participate, please contact the Aspire Home Office 510-434-5000, 48 hours prior to the meeting.



FAMILY CONCERN PROCESS





FAMILY CONCERN DOCUMENTATION FORM

Your Name _____

Name of Student _____

Address _____

Telephone _____ (day) _____ (evening)

School Site _____

Description of Concern:

Please describe your desired solution:

Signature _____

Date _____

Please mail, fax or deliver to you school site or Regional Office

ERES: 1936 Courtland Ave, Oakland, CA 94601	BARO: 1001 22 nd Ave, Ste 200 Oakland, CA 94606
510-436-9760 – Office 510-436-9766 - Fax	510-434-5000 – Office 510-434-5010 - Fax

Date received by Aspire ERES Academy or Regional Office _____

UNIFORM COMPLAINT POLICY

The Board of Directors of Aspire Public Schools (“Aspire”) recognizes that Aspire is responsible for complying with applicable state and federal laws and regulations governing educational programs. We have established Uniform Complaint Procedures (UCP) to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). The UCP shall be used for any program or activity conducted by Aspire, which is funded directly by, or that receives or benefits from any state financial assistance.

This section contains rules and instructions about the filing, investigation and resolution of a UCP complaint.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging any of the above listed UCP complaint reasons. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

Aspire shall follow UCP for all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code sections 200 and 220 and Government Code section 11135. This includes any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. This list may be updated as required by law.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: After School Education and Safety, Child Nutrition, Consolidated Categorical Aid, Course Periods without Educational Content, Education of Pupils in Foster Care and Pupils who are Homeless, Every Student Succeeds Act / No Child Left Behind, Local Control Accountability Plans (LCAP), Migrant Education, Pupil Fees^{1,2}, Reasonable Accommodations to a Lactating Pupil, School Safety Plans and Special Education. This list may be updated as required by law.

Complaints *other* than issues relating to pupil fees must be filed in writing with the following designated to receive complaints:

Uniform Complaint Officer
c/o Bay Area Regional Student Services
1001 22nd Avenue, Ste 200, Oakland, CA 94606
Office - (510)434-5000 Fax – (510)434-5010

Any pupil fees complaint should be filed with the principal of a school.

¹ A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

² A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

ASSURANCES

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO's designee on a case-by-case basis.

A pupil fees or LCAP complaint may be filed anonymously if the complainant provides evidence or information leading to evidence to support the complaint.

The CEO or CEO's designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO's designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of those involved.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolve their problem through mediation, the CEO or CEO's designee shall initiate mediation. The CEO or CEO's designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates its CAO/CSO as the compliance officers. The compliance officers shall receive and investigate complaints and ensure compliance with the law. A designee appointed by CAO/CSO may conduct the investigation.

INITIATION OF COMPLAINT

A complaint shall be presented in writing by way of an Aspire Uniform Complaint Form and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.

Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with investigation of the complaint.

INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally. The complainant and/or the complainant's representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. If requested, the CAO/CSO or CEO designee will complete

an additional investigation and prepare and send to the complainant a written report of the investigation and decision. The CAO/CSO's written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal, which are as follows:

1. Notify CAO/CSO or CEO designee in writing of the decision to appeal within fifteen (15) days of receiving the written report
2. Submit a letter to the California Department of Education (CDE) along with the originally filed complaint and a copy of Aspire's decision to CA Department of Education, 1430 N Street., Sacramento, CA 95814. Additionally, department specific information can be found here: <https://www.cde.ca.gov/re/cp/uc/ucpcontacts.asp>
3. The appeal to the CDE must specify the reason for the appeal and whether Aspire's facts are incorrect and/or the law is misapplied.

MEDIATION

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders, etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint.



UNIFORM COMPLAINT FORM

Last Name _____ First Name _____
Student Name (if applicable) _____ Grade _____
Address _____ Apt. # _____
City _____ State _____ Zip Code _____
Home Phone _____ Cell Phone _____ Work Phone _____
Email Address _____

Date of Alleged Violation _____ School/Office of Alleged Violation _____

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- Child Nutrition
- Consolidated Categorical Aid
- Special Education
- Foster/Homeless
- Pupil Fees for Educational Activities
- After School Education/Safety
- School Safety Plans
- Local Control Accountability Plan
- Physical Education Minutes
- No Child Left Behind
- Every Student Succeeds Act
- Migrant Education
- Courses without Educational Content/Already Satisfied for Graduation/Postsecondary Education

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check which of the actual or perceived protected characteristics upon which the alleged conduct was based:

- Sex
- Sexual Orientation
- Gender
- Gender Identity
- Gender Expression
- Ancestry
- Ethnic Group Identification
- Race or Ethnicity
- Religion
- Nationality
- National Origin
- Age
- Color
- Mental or Physical Disability
- Immigration Status
- Lactating Student
- Association with a person or group with one or more of the actual or perceived categories listed above

For complaints of bullying that are not based on the above listed protected characteristics, and other complaints not listed on this form, please contact your School Principal, Regional Office or Area Superintendent.

Regional Office Contact Information:

- Bay Area (EPA, Oakland, Richmond): 510.434.5000
- Central Valley (Modesto, Sacramento, Stockton): 209.647.3047, ext. 13903
- Los Angeles: 323.837.9920

If you have contacted your school and Regional Office and still require assistance, referrals or resources, please contact the Home Office Department of Student Services at 510.434.5000



STUDENT FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

Our signatures below indicate that we have received, read for understanding, and agree to follow the policies and guidelines found in the Student Family Handbook 2018-2019.

_____ Student Name (please print)	_____ Grade Level	_____ Date
_____ Student Name (please print)	_____ Grade Level	_____ Date
_____ Student Name (please print)	_____ Grade Level	_____ Date
_____ Student Name (please print)	_____ Grade Level	_____ Date
_____ Parent/Guardian Signature		_____ Date