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I Aspire to...

May 28, 2008

Mr. Vince Matthews
State Administrator
Oakland Unified School District
1025 Second Avenue
Oakland, CA 94606-2212

LEGISLATIVE FILE

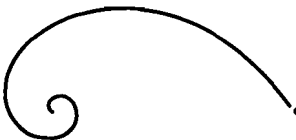
File ID No. 08-1276
Introduction Date 5/28/08
Enactment No. _____
Enactment Date _____
By _____

Dear Mr. Matthews and Directors of OUSD Governing Board,

I am writing this letter to **respectfully request that the Oakland Unified School District Board of Education authorize a material revision to Aspire's Berkley Maynard Academy charter petition to extend its grades served to the eighth grade over the next three years, beginning with the sixth grade in the 2008-09 school year.**

As you are aware, Aspire currently operates two separate schools, Berkley Maynard Academy (serving grades K-5) and California College Preparatory Academy (serving grades 6-9 and operated in partnership with University of California at Berkeley) in a facility leased from OUSD, the former Golden Gate campus. That facility is too small to house both schools as student matriculate into higher grades as described in the current charter documents. Beginning in the upcoming school year, Aspire plans to relocate the current CalPrep students to a new but temporary location; this new facility is small but has the benefit of being located close to the UCB campus. The new facility is also located within the Berkeley Unified School District boundaries and therefore Aspire is now seeking a county-wide benefit charter from Alameda County Office of Education. Eventually, Aspire and UCB plan to have a single facility to house all of the CalPrep students in grades 6-12 in a single location near the UCB campus (since CalPrep is). Until this larger facility is secured, Aspire wishes to continue to serve our middle grades at the current location. Rather than include our middle grade students under the existing OUSD- sponsored CalPrep charter, we would prefer to include them under the auspices of the Berkley Maynard charter. This material revision would not result in a net change in the number of students served, compared to the two original charters.

Since founding, Berkley Maynard Academy has fulfilled the intent of the California Charter Schools Act, and will continue to do so. The school was originally chartered by Oakland Unified School District in March 2005, and opened in Fall 2005, and is currently serving about 300 students in grades K-5. Per Education Code section 47601, it was the intent of the Legislature in creating the California Charter Schools Act 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 improve pupil learning and increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving. Our students have been extremely successful; the school's API grew 87 points from 2006 to 2007 and is ranked an 8 in the state's Similar Schools Ranking. The Charter Schools Act also

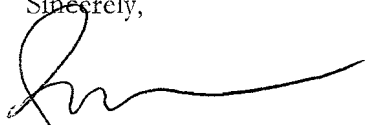
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intended to create new professional opportunities for teachers; many of our lead teachers at BMA are growing and being supported in their first instructional leadership role. The Charter Schools Act also intended to provide parents and pupils with expanded choices in the types of educational opportunities; BMA has a waitlist and 95% of parents rate the school an A or B (compared to 70% nationwide).

BMA's principal, Kristyn Klei, has a middle school teaching background and has successfully led another Aspire K-8 school. Aspire has successfully operated other K-8 schools and our education model is aligned for this grade configuration. We are confident that material revision to the charter petition will ensure that we continue to provide an extraordinary education to our students while keeping things clear and transparent to parents, the community, and all relevant administrative entities including OUSD.

Thank you for your work in behalf of our students; we are honored to be working with you to serve students and families in the East Bay.

Sincerely,



Gloria Lee
VP, Bay Area
Aspire Public Schools

**SUMMARY:
MATERIAL REVISION TO BERKLEY MAYNARD CHARTER PETITION
CDS # 01-61259-0109819**

Entity requesting material revision	Aspire Public Schools
Name of School	Berkley Maynard Academy
Grades to be served and at full development	K-6 in 2008-09, K-7 in 2009-10, K-8 in 2010-11 and beyond
Proposed opening month and year	Already open; change proposed to be effective July 1, 2008
Proposed location of the school	6200 San Pablo Avenue, Oakland CA 94608
Lead Petitioner	Gloria Lee, Bay Area VP
Mailing address:	Aspire Public Schools 1001 22 nd Avenue, Suite 200 Oakland, CA 94606
Phone:	510-434-5000
Email address:	Gloria.lee@aspirepublicschools.org

Charter School Petition for Berkely Maynard Academy

The charter school estimates that 21 teachers will be employed by the charter school during its first year of operation under the materially revised charter.

We, the undersigned teachers, support the material revision of our charter petition and believe the attached material revision merits consideration. We hereby petition the Oakland Unified Board of Education and State Administrator to grant a material revision to Aspire Public Schools' Berkely Maynard Academy charter pursuant to Education Code Section 47605 beginning July 1, 2008 with the opportunity to request a continuation of the charter as described in the Charter Schools Act. **The petitioners listed below certify that they are teachers who are meaningfully interested in teaching at the School under the materially revised charter petition.** The petitioners authorize the Lead Petitioner, Gloria Lee, to make or negotiate any amendments to the attached charter necessary to secure approval by the OUSD governing board and state administrator.

Name of Teacher	Signature of Teacher	Mailing Address	Type of Credential	Expiration Date
Heather Weekly		5200 San Pablo Ave	Multiple Subj. clear	8-1-2008
Natalie Baird		Oakland CA	Multiple Subj. clear	8-1-2010
Jay STACK		94608	Preliminary Multiple Subject	3-1-2011
Kelli Riggs		↓	Preliminary multiple subj.	11-1-2012
Jennifer Green			Multiple Subj. - Clear	8-1-2009
Meredith Davidson			Multiple Subject - Clear	6-1-2011
Mary Abdul-Wad			Multiple - clear	1-1-2010
Colleen Rabe			Multiple Subject - Clear	7-1-2010
Sam Humphrey			Multiple Subject - Prelim	3-1-2012
Susan Tabrah			Multiple Subject BCLAD clear	8-1-2009
David Kloter			Preliminary Multiple Subject	6-1-2012
Erica Dohney			multiple subjects clear	7-1-2012



ASPIRE BERKLEY MAYNARD
ACADEMY
CHARTER PETITION

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Introduction

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

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

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

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The Charter Schools Act of 1992 states that:

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

(a) Improve pupil learning.

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

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

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

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

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

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

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

The School will make important contributions to the legislative goals outlined above. By granting this charter school petition, the District will help fulfill the intent of the Charter

Schools Act of 1992 ("Charter Schools Act"), while providing students with a small school option.

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

Element A: Educational Program

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

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

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

Population to be Served by the School

The School will grow to serve approximately 520 students in grades K-8. Specifically, the school plans to expand the grades served according to the following schedule:

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2007-08: K-5

2008-09: K-6

2009-10: K-7

2010-11: K-8

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

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

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

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

The 21st Century Educated Person

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

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

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

How Learning Best Occurs

The School's Mission

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

for the 21st Century world and workplace by helping them develop important basic skills, thinking skills, and life skills.

The School's Program Design Elements

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

A Sense of Community

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

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- *Small schools*

Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.

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- *Small class sizes*

In smaller classes, teachers can give each individual student the time and attention necessary to realize his or her personal academic goals. The School's objective is to maintain a 20:1 student/teacher ratio in grades K-3 and a 28:1 student/teacher ratio in grades 4 and above.

A Challenging Learning Environment

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

- *Rigorous and challenging education program*

The School is committed to establishing high standards and expectations for all students. Multiple strategies for active learning of academic skills and mastery of a demanding curriculum with real world connections will support all students.

- *Highly qualified and supported teachers*

The faculty will consist of well-prepared and certified teachers. All teachers and paraprofessionals will meet the requirements of the No Child Left Behind Act. Teachers will be encouraged to pursue National Board Certification within their first five years at the School. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment the School will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Deleted: <#> Multi-age instruction
Heterogeneous grouping of students into classes of more than one grade level enables more personalized instruction in a number of ways. First, a teacher stays with a student for two consecutive years and can better tailor instruction to the student's individual learning needs. Second, deliberately heterogeneous grouping forces teachers to use a variety of instructional strategies, which increases the chances of reaching all students. Third, continuing students in a class helps incorporate new students, decreasing the time required to spend on socialization to class norms. Fourth, the broadening age range also decreases the chances that an individual child will feel developmentally "different," minimizing those psychological barriers to learning; both peers and teachers appreciate the natural range of skill differences. ¶

More Time for Learning

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

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

Pedagogical Strategies

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

- Guided and Independent Practice: Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice will be massed immediately after explicit instruction, and also distributed over the weeks and months following introduction of new skills. Practice increases students' retention of the newly learned material.
- *Project-based instruction:* Projects create opportunities to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills that are needed for success in college and the world beyond. Projects will also link the curriculum content with students' real world

experiences, making learning relevant and valuable to their lives outside of school. Research on authentic instruction indicates the importance of connections between classroom curriculum and the world beyond the classroom to rate and depth of learning and student motivation. Many of the School's projects will be community-oriented.

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

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Personalized Learning Plans

In order to ensure that every student is benefiting from the pedagogical practices the School will work with *Personalized Learning Plans* ("PLP"). The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives; all parties may then act based on that understanding. Once each semester the teacher, parent and student will discuss the student's learning strengths and weaknesses and set goals for the next semester.

→ See Appendix K for Aspire's Humanities Instructional Guidelines Table of Contents

Supporting All Students

By working closely with each student and family to develop an appropriate PLP, the School will be able to respond to the needs of every individual student, including those who are achieving above or below expected levels. Indeed, the PLP will allow the School to help meet the needs of students with disabilities (who will also have Individualized Education Programs ("IEPs"), as required by law), English language learners, students achieving substantially above or below grade level expectation, and other special student populations.

Support for English Language Learners

The School is committed to the success of its English Language Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The School will meet all applicable legal requirements for English Learners ("EL"), related to annual notification to parents, student identification, placement, program options, 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. The School will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

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

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both in academic classes and in supplemental settings for students who need additional support for academic content and English language learning.

Aspire will seek to hire faculty who have received Cross-Cultural Language Acquisition Design ("CLAD") training. In addition, staff will receive training in personalizing the instruction of English Language Learners through SDAIE, Guided Language Acquisition Design ("GLAD") and sheltered English techniques. Ongoing coaching by our literacy and math coaches will also address the needs of English Language Learners.

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

Home Language Survey

The School will administer the home language survey upon a student's initial enrollment into the School (on enrollment forms). Students in the country less than twelve months will be given the Aprenda assessment to determine the student's primary language proficiency.

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

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

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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.

→ See Appendix L for Chart mapping ELD Standards with Aspire Instructional Guidelines.

Ongoing Assessment of EL Students

The School's use of achievement data will also drive the instruction and professional development as it relates to English Language Learners. The school will analyze the achievement data by this subgroup, continue to assess the students through teacher-designed assessments and Aspire's benchmark assessments. The results from the California Standards Test may also be reviewed with the School's Advisory Committee. This Advisory Committee would then have input into the plan for supporting English Language Learners. If appropriate, an English Language Action Committee will be formed.

A. Support for Students with Disabilities

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

- California Education Code Section 47642

Overview

The 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").

Upon its opening in the 2008-2009 academic year, the School shall be categorized as a member of the Aspire local education agency ("LEA") in conformity with Education Code Section 47641(a). The Aspire LEA is a member of the El Dorado County Office of Education ("EDCOE") Special Education Local Plan Area ("SELPA").

Deleted: Support for Special Education Students¶

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

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

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

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The 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 shall be solely responsible for its compliance with the IDEIA, 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 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 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 School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the 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 who 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 include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligent quotient.

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the 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 the 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 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 must have a copy of each student's 504 Plan. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the IDEIA

Aspire Public Schools is a LEA member of the EDCOE SELPA.

Beginning in the 2008-2009 academic year, subject to agreement by OUSD, the School shall participate as a member of the Aspire Public Schools LEA in the EDCOE SELPA in accordance with Education Code section 47641(a). All schools in the Aspire Public Schools LEA make the following assurances:

- Free Appropriate Public Education – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find – The School will assure that all students with disabilities are identified.
- Full Educational Opportunity – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment – The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment.

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- Individualized Education Program – The School will assure that an Individualized Education Plan is developed, reviewed and revised for each child who is eligible.
- Assessments – The School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, and more often if conditions warrant or requested by the student’s parents or teacher. Parents will receive reports on their individual student’s IEP goals and progress at the IEP meeting and student-led conferences.
- Confidentiality and Procedural Safeguards – The School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.
- Personnel Standards – The School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities.
- State Assessments – The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act (“IDEIA”) or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the CAHSEE, the California Standards Test, and the CAT 6.

In addition, the School shall comply with the EDCOE Local Master Plan and perform all corrective actions deemed necessary by Aspire Public Schools and/or the EDCOE SELPA. The Director of Special Education at Aspire Public Schools will work with the School to develop an annual budget, hire necessary staff, contract for appropriate services and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Director of Special Education, the Program Specialist and other team members will work with the EDCOE leadership to provide monthly professional development that builds the capacity of the special education staff in the areas of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, all staff members will be provided annual professional development about practices that support the needs of special education students in the least restrictive environment. To assist the professional development of the professional team at Aspire Public Schools the organization will maintain an annual membership to CARS Plus.

Since Aspire Public Schools will operate as an LEA of the EDCOE SELPA in accordance with Education Code section 47641(a), the District shall have no responsibility to ensure that the students who attend Aspire Public Schools are provided a free appropriate public education.

In accordance with state and federal law, each student eligible under the IDEIA will be provided a free and appropriate education in the least restrictive environment. The decisions regarding the specific services each student will receive are the responsibility of the Individualized Education Program Team. The team includes the involvement of parents and the decisions are formulated in a written plan (referred to as an IEP).

All incoming students participate in a series of diagnostic assessments in Language Arts and mathematics. Through an extensive use of the Student Study Team process and comprehensive professional development about the characteristics of special education handicapping conditions and the referral process, parents and students have extensive opportunities to be served.

Aspire supports all special education students in compliance with state and federal laws. No student will be denied admission to the School because he or she is in need of special education services.

Support for Under-performing Students

The School will have high expectations for *all* students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. Students who perform below the school-determined acceptable level will be able to participate in afterschool tutoring. In addition, the key elements of our education program (small schools, small class sizes, longer school day and year, Advisory groups, etc.) are designed to meet the needs of under-performing students.

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

Curriculum

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

The School Curriculum

Aspire implements effective curriculum packages created by other parties, complementary to the Aspire system, and aligned to the California state standards. The

Aspire educational program is research-based and complies with the No Child Left Behind Act.

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

The School will use the Houghton Mifflin language arts materials for K-5; in grades 6-8 the school will use WriteSource and a selection of novels and other literature. These materials are based on the California state standards. The Aspire Language Arts Instructional Guidelines give teachers the necessary guidance for implementing the program K-8. (See Appendix I.)

- *Mathematics:* The Aspire math curriculum is based on the California state standards for mathematics. Currently, Aspire uses the Harcourt Brace mathematics program for K-5 and the College Preparatory Mathematics (CPM) curriculum for 6-12. These curriculum materials set expectations high, uses real life problems to create learning opportunities, and uses information technology extensively. The Aspire Mathematics Instructional Guidelines give teachers the necessary guidance for implementing the program. (See Appendix J.)
- *Science:* The Aspire program integrates science and social studies in thematic units. The units emphasize investigation using the scientific method (generating hypotheses and designing experiments to test the hypotheses), and focus on application of the scientific method to everyday life. The content is aligned with the California State Framework. These interdisciplinary units have been created and tested by the School. In addition, the school will use Full Option Science System (FOSS) kits and the Harcourt / Holt, Reinhart and Winston texts as resources.
- *Social Studies:* The social studies content at Aspire, integrated into thematic units with language arts, is designed to help students make sense of their everyday life in the midst of complex social, economic and political forces. The curriculum helps students become historically literate (including culture, geography, politics, economics, and ethics) and active, informed citizens (including U.S. policy and effective research techniques). The School will use History Alive and Teachers Curriculum Institute as materials and resources.

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- *Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student’s development. To inspire students, to help ideas come to life by using multiple intelligences, and to ensure cultural literacy, the arts are integrated into the thematic units of each class.
- *Life Skills:* To be successful in the real world, students need to be able to work effectively together, listen to each other, make good decisions and lead respectfully. Aspire incorporates these “life skills” throughout the curriculum. Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate. The School will implement the AVID program to support the development life skills, study skills and college preparation.
- *Other subjects:* Health instruction is primarily addressed through science units. Physical education and music are integrated into the units with the assistance of additional teachers.

Curriculum Resources by Middle School Subject and Grade

	English	Social Studies	Math	Science
6th Grade	Seedfolks; Odyssey; Book of Greek Mythology; House on Mango Street; Julius Caesar; WriteSource	Teachers Curriculum Institute: Ancient World, History Alive Literature Circle selections on Egypt, India, Greece, Mesopotamia; primary documents	College Preparatory Mathematics: Foundations for Algebra Year 1	Aspire Science & Technology, Integrated Science FOSS Holt, Rinehart and Winston
7th Grade	The Giver; The Canterbury Tales; Literature Circle selections on Medieval Times; WriteSource	Teachers Curriculum Institute: The Medieval World; primary documents	College Preparatory Mathematics: Foundations for Algebra Year 2	Aspire Science & Technology, Integrated Science FOSS Holt, Rinehart and Winston
8th Grade	Gathering Blue; My Brother Sam is Dead; Famous American Poems; Roll of Thunder, Hear Me Cry; WriteSource	Teachers Curriculum Institute: The United States Through Industrialism, Manifest Destiny Famous American Speeches; primary documents	College Preparatory Mathematics Math 1: Algebra	Aspire Science & Technology, Integrated Science FOSS Holt, Rinehart and Winston

In designing lessons, educators are also able to share and access resources through MyAspire, Aspire’s Intranet.

→ Please see Appendix M-P for examples of curriculum materials for core academic subjects available on Aspire’s Intranet, including samples of: Pacing Guide, Essential Vocabulary, Book List and description of AVID.

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Assessment

Assessment allows the School to observe individual student progress, determine the efficacy of individual teachers, and evaluate the success of the program as a whole. Multiple assessments will be used because no single assessment provides sufficient information on students’ learning

in the three outcomes (basic skills, thinking skills, life skills). Students will be assessed through state and nationally recognized tests (e.g. California High School Exit Exam, California Subject Matter Tests, SAT tests), Aspire-designed benchmark and/or interim assessments (e.g. 3-5 cumulative standards-aligned assessments of standards given periodically during the school year, including math, reading, writing, and science), day-to-day teacher-designed assessments (e.g. quizzes, unit tests), qualitative observations of the process of learning (e.g. teachers' anecdotal notes, student reflection logs, internship mentor reports), and examination of final products.

→ See Appendix Q for Aspire assessment calendars

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

The school will not be serving high school students.

Element B: Measurable Pupil Outcomes

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The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

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

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

- A. Basic Skills: Students will master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English-language arts.
- B. Thinking Skills: Students will apply classroom learning to real world experiences or problems in a relevant and valuable way, using higher-order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).
- C. Life Skills: Students will develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.¹

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

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

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

Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes

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

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

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

The data collected from the assessments below is used to evaluate student progress, to identify ways to improve learning, and to measure pupil progress in meeting the desired pupil outcomes in terms of their basic skills, thinking skills, and life skills.

- A. Basic Skills: In order to demonstrate basic skills, students will be assessed in each of the core subjects by classroom assessments and the tests utilized in California's Standardized Testing and Reporting (STAR) Program. Pupil progress in developing basic skills will be measured by:
- the percentage of students passing core academic classes; and
 - the percentage of students meeting state standards based on STAR. The following table shows the goals for our students scoring proficient or advanced proficient on the California Standards Test:

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

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

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

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

Developmental Reading Assessment ("DRA")

This reading assessment is used at all grade levels K-5 and is strongly encouraged for grades 6-8. It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span to show incremental reading growth. For K-5, Aspire has set benchmarks for every grade level. Teachers turn in the scores three times a year. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

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Aspire Reading Assessment

Three times a year every student in the school takes a reading benchmark assessment based on the CST. These assessments are analyzed by the teacher, grade level team, school, and across Aspire so that teachers can identify areas of focus for individual students and groups.

Aspire Writing Assessment

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

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Aspire Math Assessment

Every student (K-8) takes Aspire benchmark math assessments based on the specific grade level standards. In addition, students are administered a problem-solving assessment, which includes both computation and a problem solving section. The computation is scored by the classroom teacher. The problem solving is solved with Aspire teachers and instructional coaches. A task analysis is done of every paper, so that teachers can identify standards that need to be retaught.

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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.

Compliance with state-mandated assessments

The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605 and 60851, and any other statewide

standards authorized in statute, or student assessments applicable to students in non-charter public schools. Aspire Home Office staff oversees the administration of all applicable state-mandated assessments such as STAR, CELDT and the CAHSEE.

Assessment Modifications and Accommodations

As described in Section II, The School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act ("IDEIA") or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the CAHSEE, the California Standards Test, and the CAT 6.

Element D: Governance Structure of School

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

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

Governance Structure of the School

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

Aspire is governed by the Board of Directors in accordance with California's Charter Schools Act and the Nonprofit Public Benefit Corporation Law. The School will be governed pursuant to the bylaws adopted by the incorporators, as subsequently amended pursuant to the amendment process specified in the bylaws.

Aspire is non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.

Aspire complies with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

Governance of Aspire Public Schools

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

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

Parent and Community Involvement

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. In order to achieve this important end, the School gives local control to an Advisory School Council ("ASC"), consisting of parent and school representatives. The ASC participates in developing school policies and sharing in efforts to engage the support of the community. The ASC makes recommendations about issues related to the school and participates in reviewing parental and community concerns. The ASC consists of representatives of the following parties: the principal, teachers, and parents. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

Additional Opportunities for Parent Involvement

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

Addressing Parent Concerns and Complaints

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

Commitment to a Discrimination-free and Harassment-free Education

Aspire and the School are committed to providing a safe, discrimination-free and harassment-free education to its students, and the School shall not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

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→ See Appendix D for Aspire's Anti-Discrimination/Anti-Harassment Policy and Complaint Procedure

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Element E: Employee Qualifications

*The qualifications to be met by individuals to be employed by the school.
- California Education Code Section 47605(b)(5)(E)*

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Aspire will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. Aspire believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the School will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore, noncollege preparatory courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined by this charter petition.

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

Principal Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- Masters in education is highly desirable

Required experience:

- 5 plus years teaching and administrative experience, preferably K-8
- Experience in performance assessment

➔ See Appendix R for Biography of Founding Principal

Office Manager Qualifications

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

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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

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In addition, teachers of core, college preparatory courses at the School will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers who are hired to teach a specific subject (ex. math) will be required to hold a subject-specific credential or permit from the California Commission on Teacher Credentialing.

Teacher Hiring

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

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

- *Principal:* Chairs the hiring committee and makes all final decisions on hiring for the School.
- *Office Manager:* Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; coordinating with current staff or participating students for demonstration lessons; and sending decline candidates' paperwork to Aspire.
- *Teachers:* Actively participate in evaluating candidates through interview and demonstration lesson observation.
- *Parents:* Actively participate in evaluating candidates through the interview process, observe demonstration lessons and provide input.

Professional Development

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

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

Element F: Health and Safety Procedures

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

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

In order to provide safety for all students and staff members, all Aspire schools implement appropriate and comprehensive health and safety procedures and risk management policies, designed in consultation with Aspire's insurance carriers and risk management experts.

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

Procedures for Background Checks

Employees and contractors of the School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 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. The Principal and Aspire Human Resources department shall monitor compliance with this policy. Individuals who will volunteer at the School outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

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 and the same policies and procedures used by the District.

TB Testing

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

Immunizations

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

Medication in School

The School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, Scoliosis

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

Blood-borne Pathogens

The School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The School has a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-Free / Alcohol-Free / Smoke-Free Environment

The School shall be a drug-, alcohol- and tobacco-free workplace.

Facility Safety

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

Comprehensive Anti-Harassment Policies and Procedures

The 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, age, medical condition, marital status, sexual orientation, or disability. The School 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). Misconduct of this nature is very serious and will be addressed in accordance with the School Anti-harassment policy.

Comprehensive School Safety Plan

The School shall adhere to a Comprehensive School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: e.g. earthquakes, floods, shootings, and electricity loss.

➔ See Appendix F for Comprehensive School Safety Plan

Element G: Means to Achieve Racial/Ethnic Balance of District

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

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

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

- Enrollment timeline and process that allow for a broad-based recruiting and application process
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations
- Marketing brochures and/or TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages

Element H: Admission Requirements

Admission requirements, if applicable.

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

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

The School identifies the following admission requirements:

- Students will be considered for admission without regard to race, ethnicity, national origin, gender, disability, achievement level, or any other prohibited classification. The school is open to *all* students.

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

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

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

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

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- Admission to the School shall not be determined according to the student's place of residence, or that of his or her parent or guardian, within the state of California.
- Admission preference shall first be given to students attending the charter school, and students with siblings admitted to the School.
- Next preference will be given to students residing in the Golden Gate Elementary School attendance area.
- Admission preference for all remaining students shall be given to students residing in the District. If the number of students in the District interested in attending the School exceeds the School's capacity, a public random lottery will be held.
- Admission to the School for all remaining openings shall be open to any resident of the State of California. If the number of students who are interested in attending the School exceeds the School's remaining capacity, a public random lottery of those pupils will be held.
- Based on the lottery (or lotteries), an annual wait list will be kept at the School. As openings become available during the school year, preference will be given to those in order of the wait list.
- Admission tests will not be required; however, assessments will be administered to determine individual instructional programs once students are admitted. These tests will serve as diagnostics of students' reading, writing and math skills.

Element I: Financial Audit

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

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

An annual fiscal audit, required under the Charter Schools Act, will be conducted by an auditor with experience in education finance and will use generally accepted accounting principles. The Chief Financial Officer of Aspire is responsible for contracting with the independent auditor and the Controller of Aspire is responsible for overseeing the independent audit. Aspire will share the results with the District's Administrative Director of Business Services or designated staff and any other entities (such as the State Board of Education, the California Department of Education, the County Office of Education, or any other agency as the State Board of Education may direct) as required by law. The Executive Committee of the Aspire Board of Directors will resolve audit exceptions and deficiencies in a timely fashion. All exceptions and deficiencies and their remedies will be communicated to the District in a timely matter.

Aspire will receive funding pursuant to provisions of the California Education Code and will opt to receive its funding directly from the state. Any funds due to the school that

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flow through the District shall be forwarded to Aspire in a timely fashion. During the term of this charter petition, Aspire and the District will negotiate in good faith to develop a internal charter Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

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

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

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

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

Element J: Pupil Suspension and Expulsion

The procedures by which pupils can be suspended or expelled.

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

The procedures for suspension and expulsion of the School's students will substantially comply with the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. See [Appendix G](#) for a detailed description of the suspension and expulsion policy and procedures that the School plans to follow. The School will notify the District of any expulsions. The School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

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Due Process for Students with Disabilities

The School will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEIA legislation. If a student with disabilities or a student under a 504 plan has an Individual Education Plan (IEP) or 504 Plan that includes disciplinary guidelines, that student will be disciplined according to these guidelines. Students whose IEP or 504 Plan does not include specific disciplinary guidelines may be disciplined in accordance with the standard suspension and expulsion policies, provided that the students with disabilities receive the due process afforded to them by federal law. Students with IEPs may not be suspended for more than ten (10) cumulative days without having an IEP team meeting to determine the sufficiency of their IEP, a possible functional behavior assessment, or a Behavior Manifestation meeting to revise the student's IEP.

A special education student being considered for expulsion may be suspended for up to ten (10) cumulative days pending assessment and an IEP / Section 504 Team meeting. At any juncture during the up to 10 days of suspension, a duly constituted IEP / Section 504 Team will conduct a Manifestation Determination Review to determine if the behavior causing the suspension and/or expulsion recommendation is related to the student's disability. The parent/guardian shall be notified of their right to attend this meeting at least 48 hours prior to the meeting. If the behavior is a result of the disability, the Team will develop a new IEP and determine the least restrictive environment placement for the implementation of that plan, or, in the case of 504 disabled students, the Team will implement a new placement. If the IEP Team determines the student's disability is not a causal factor for the behavior that resulted in the suspension and/or expulsion recommendation and the student is expelled, the student will receive the services or sets of services enumerated in his/her IEP during the time of the suspension/expulsion as provided by state and federal law. The suspension may also be extended through placement in an interim, alternative placement as described in the EDCOE SELPA Local Plan pending final decision by the Aspire Executive Committee on a recommendation for expulsion.

If the parent/guardian disagrees with the decision of the IEP / 504 Team, he/she has a right to a due process hearing which must be initiated within 15 days of the decision of the team. The expulsion hearing shall not be conducted, and the 30-day expulsion proceedings time limit shall not commence, until after completion of the due process hearing and appeals. Special Education students who are expelled are still entitled to a Free and Appropriate Education based on their IEP, and should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

A child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of student conduct, may assert any of the due process protections provided in federal law if the school has knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. An LEA must be deemed to have knowledge that a child

is a child with a disability if before the behavior that precipitated the disciplinary action occurred—

(1) The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;

(2) The parent of the child requested a special education evaluation and assessment;

(3) The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior

Element K: Retirement System

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

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

All employees of Aspire who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified classified staff) shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. The Payroll/Benefits Manager of Aspire will work with the COE to ensure that appropriate arrangements for the coverage have been made. All employees who are not members of STRS must contribute to the federal social security system.

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

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Element L: Attendance Alternatives

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

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

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

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Element M: Description of Employee Rights

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

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

The right to leave the District and take employment at the School, as well as the right to return to the District for School employees who were previously District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated as nonprofit public benefit corporations under Education Code Section 47604.

The rights of employees to leave another LEA or another organization will be as specified in their previous LEA or organization.

Element N: Dispute Resolution Procedures

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

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

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

Element O: Exclusive Public School Employer Declaration

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

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

For the purposes of the Educational Employment Relations Act, Aspire is deemed the exclusive public school employer of the employees of the School.

Element P: Process for Charter School Closure

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

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

In the event that the School closes and does not continue operating under this charter or a different charter, the following procedures required by Title 5 California Code of Regulations Sections 11962 and 11962.1 shall be utilized.

Documentation of Closure Action

The decision to close the School for any reason will be documented by an official action of the District. The action will identify the reason for the School's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure.

Documentation of Closure Action

The decision to close the School for any reason will be documented by an official action of the District and the School. The action will identify the reason for the School's closure (i.e. whether the charter was revoked, not renewed or closed voluntarily) and the effective date of the closure. The action shall specifically designate a responsible entity to conduct closure-related activities.

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

The District will send a notice of the School closure to the Charter Schools Unit at the CDE and to the Alameda County Office of Education. The notification will include the following information:

- School name, charter number, and CDS code
- Date of closure action
- Effective date of the closure, if different
- 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 School shall provide a list of pupils in each grade level and the classes they have completed, together with information on the pupils' district of residence, to the responsible entity assigned to conduct closure-related activities.

Notification to Parents and Students

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

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Deleted: the following procedures, which are adapted from the procedures recommended by the California Department of Education ("CDE"), shall be utilized to ensure a final audit of the School to determine the disposition of all assets and liabilities of the School, including plans for disposing any net assets and for the maintenance and transfer of pupil records.

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Deleted: <#> 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.¶

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

Notification to Receiving Districts

The School will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers. Notice will include student names, date of birth and current grade level.

Student and School Records Retention and Transfer

The School will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. The School and the District will assist parents in the transfer of their students to other appropriate schools. In the event that the School is unable to transfer student records for any reason, the School will maintain them in a safe and secure location and will provide authorized District employees with access to these records. The School will maintain all school records, including financial and attendance records, for a reasonable period and in compliance with Education Code section 49062 after the School closure.

Financial Close-Out

Aspire will have an independent audit of the School completed within 6 months after the closure of the School. This may coincide with the regular annual audit of Aspire. The purpose of the audit is to determine the net assets or net liabilities of the School. The audit will include an accounting of all School assets, including cash and accounts receivable and an inventory of property, equipment, and supplies. The audit will also include an accounting of all School liabilities, including any accounts receivable, loans, and unpaid staff compensation. It may also include any reductions in apportionments as a result of audit findings or other investigations. The audit will also assess the disposition of any restricted funds received by or due to the School. The cost of the audit will be considered a liability of the School.

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

Dissolution of Assets

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

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

Charter-Related Issues

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Term of Charter Petition

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

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

The School's Charter shall be granted on February 9, 2005 and expire five years thereafter. Any amendments to School's Charter shall be made by the mutual agreement of the governing board of Aspire and the District. Aspire may present a petition to renew or materially amend the Charter at any time, and the District agrees to respond to such petitions pursuant to the process, criteria and timelines specified in Education Code Section 47605 or its successors.

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

Interpreting the Charter

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

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

Revoking the Charter

A charter may be revoked by the authority that granted the charter under this chapter if the authority finds that the charter school did any of the following: (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter. (2) Failed to meet or pursue any of the pupil outcomes identified in the charter. (3) Failed

to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
(4) Violated any provision of law.

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

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

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

District Impact Report

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

- California Education Code Section 47605(g)

Facilities

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

Administrative Services

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

Potential Civil Liability Effects

Deleted: Special Education¶
Notwithstanding Section 47651, all state and federal funding for special education apportioned on behalf of pupils enrolled in a charter school shall be included in the allocation plan adopted pursuant to subdivision (i) of Section 56195.7 or Section 56836.05, or both, by the special education local plan area that includes the charter school.¶
- California Education Code Section 47642¶
All students with disabilities attending Aspire will be accorded a free, appropriate and public education ("FAPE"). Disability will not be used as a criterion for non-eligibility for enrollment. Aspire will comply with all regulatory special education requirements of the California Education Code, the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other laws, regulations, and policies of civil rights enforced by the California Department of Education or the U.S. Department of Education Office of Civil Rights ("OCR"). These cooperative arrangements may include, but are not limited to, the following:¶
Open communications between Aspire and the District to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with any and all applicable laws. Unless otherwise agreed, the relationship that will exist for special education between the School and the District shall be identical with other public schools in the District;¶
Delivery of special education services either at the site of the School or sites maintained by the District. These arrangements may need to be developed on a case-by-case basis and reviewed and modified on a regular basis and in coordination with applicable laws and individual education plans. All students with disabilities at the School must be able to access a full range of services and placement options, including assessment and services for students with low-incidence and severe disabilities;¶

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

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

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

Financial Statements

See Appendix H.

AFFIRMATIONS/ASSURANCES

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As the authorized lead petitioner, I, Gloria Lee, hereby certify that the information submitted in this application for a charter for the material revision of a California public charter school, named Berkely Maynard Academy, to be located within the Oakland Unified School District boundaries, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a material revision, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools.
- Shall be deemed the exclusive public school employer of the employees of the Berkeley Maynard Academy for purposes of the Educational Employment Relations Act.
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.
- Shall not charge tuition.
- Shall admit all students who wish to attend Berkely Maynard Academy, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Admission to the Charter School shall not be determined by the place of residence of the child or his or her parents.
- Shall not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher

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in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.

- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- Shall notify the superintendent of the school district if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, providing the pupil's last known address within 30 days, and upon request, a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- Shall comply with any and all other federal, state, and local laws and regulations that apply to Berkely Maynard Academy including but not limited to:
 - All laws establishing the minimum and maximum age for public school enrollment.
 - All applicable portions of the No Child Left Behind Act, including proper parental notification regarding qualifications of teachers.
 - All laws stipulating the legally required minimum number of school days.

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Lead Petitioner, Gloria Lee

Date:

Appendices

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

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B. Aspire's Articles of Incorporation

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

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D. Aspire's Discrimination/Harassment Complaint Procedure

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E. Aspire's Educator Evaluation

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

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G. The School's Suspension and Expulsion Procedures

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H. The School's Financial Plan

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I. Aspire Language Arts Instructional Guidelines

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J. Aspire Mathematics Instructional Guidelines

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K. Aspire 6-12 Humanities Instructional Guidelines Table Of Contents

L. Aspire Map Of ELD Standards To Instructional Guidelines

M. Appendix M: Grade 6 Sample Pacing Guide Weeks 1-6

N. Appendix N: Essential Vocabulary - 6th Grade Humanities

O. Appendix O: Humanities Book List For 6th Grade Humanities

P. Appendix P: AVID™ (Advancement Via Individual Determination)

Q. Appendix Q: 07-08 Secondary Assessment Calendar

R. Appendix R: Biography of Kristyn Klei, Founding Principal

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

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APS Board of Directors

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

APS Staff

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

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

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

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

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

Partners, Investors and Supporters

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

Some of our other partners include:

Stanford University School of Education

National Board for Professional Teaching Standards
Oakland Community Organizations
California Associated Network of Educational Charters (CANEC)
California Small Schools Network

Some of our lead investors include:

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

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

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

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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.

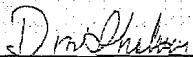
FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

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

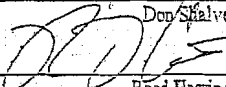
SIX: The property of this corporation is irrevocably dedicated to educational purposes meeting the requirements of Section 214 of the California Revenue and Taxation Code and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer or member thereof 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.

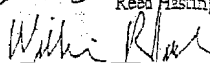
Date: 12/21/98



Don Shalvey, Director



Reed Hastings, Director

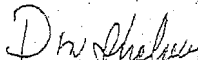


Bill Jackson, Director

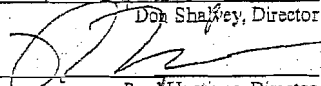
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We, the above-mentioned initial directors of this corporation, hereby declare that we are the persons who executed the foregoing Articles of Incorporation, which execution is our act and deed.


Date: 12/21/98



Don Shafray, Director



Reed Hastings, Director



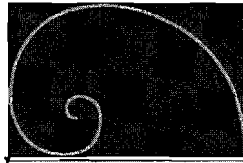
Bill Jackson, Director



Appendix C: Aspire's Community Complaint Procedures and Community Complaint Form

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Aspire Public Schools

Appendix IVc: Uniform Complaint Procedure Policy

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

Aspire shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

The Board acknowledges and respects every individual’s right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the CEO or CEO’s designee on a case-by-case basis.

The CEO or CEO’s designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the CEO or CEO’s designee.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try to resolving their problem through mediation, the CEO or CEO’s designee shall initiate mediation. The CEO or CEO’s designee shall ensure that mediation results are consistent with state and federal laws and regulations.

This policy shall be disseminated annually to students, employees, parents or guardians of its students, school and district advisory committees, and other interested parties.

Aspire designates General Counsel as the compliance officer. The compliance officer shall receive and investigate complaints and ensure compliance with the law. A designee appointed by General Counsel may conduct the investigation.

PROCEDURES

The following procedures shall be used to address all complaints that allege that Aspire has violated Federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required for compliance with the California Code of Regulations.

- Complaint: A complaint shall be presented in writing by way of an Aspire Community Complaint Form to General Counsel, 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 under 5 CCR 4630(b). ← Formatted: Bullets and Numbering

- Mediation: Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint. ← Formatted: Bullets and Numbering

INVESTIGATION OF COMPLAINT

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

RESPONSE/RESOLUTION

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education.

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, 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.

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Appendix IVd: Anti-Discrimination/Anti-Harassment Policy and Procedure

Dear Parents:

The most important responsibility that our schools have is the safety of all students. Every child has the right to a positive learning environment. Almost daily, deplorable acts of intolerance and hate in our society and in the global community remind us that our schools play an important role in helping you to understand and respect differences as well as acknowledging and celebrating the many things that we have in common.

This letter is sent to parents each year in order to convey our expectations and the consequences involved when students make a poor choice that jeopardizes a safe school environment. Aspire Public Schools ("Aspire") has a "no tolerance" policy regarding intimidation or harassment. Our policy is consistent with the California Student Safety and Violence Prevention Act, which stipulates that no person shall be subjected to discrimination on the basis of race, ethnic group identification, sex, national origin, religion, color, mental or physical disability, sexual orientation or gender identity. If such an act occurs, we ask that you to follow our "Discrimination/Harassment Complaint Procedure" (enclosed). We will take the strongest possible action against any and all students who harass others, including suspension, expulsion and contacting the police.

Unacceptable Behaviors

The following Education Codes describe the types of behaviors that will not be tolerated in Aspire Public Schools:

Education Code 48900.2—Sexual Harassment. This Code provides for the suspension or expulsion of student's for committing sexual harassment which is defined as behavior that is "sufficiently severe or pervasive to have a negative impact upon the individual's (the victim's) academic performance or to create an intimidating, hostile, or offensive educational environment."

Education Code 48900.3—Hate Violence. This Code provides for the suspension or expulsion of students who have "caused, attempted to cause, threatened to cause, or participated in an act of hate violence."

Education Code 48900.4—Harassment, Threats, or Intimidation. Students may be suspended or expelled if it is determined that the pupil has "intentionally engaged in harassment, threats, or intimidation directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment."

Consequences of Unacceptable Behaviors

Education Code 48900—Grounds for Suspension or Expulsion. Negative conduct that results in physical injury or violence is unacceptable. Similarly, the possession, sale, or decision to furnish a firearm (real or imitation), knife, explosive, controlled substance, drug paraphernalia, alcoholic beverage, tobacco product, or other illegal substance are among the acts that will result in a student's removal from school. Additionally, students may be suspended or expelled for: damaging, stealing, or receiving school or private property; committing robbery or extortion; committing obscene acts or using profanity; disrupting school activity; engaging in sexual harassment; committing sexual assault.

Thank you for helping us convey three important messages: (1) every student has the right to a harassment-free education, (2) negative behaviors will not be tolerated, and (3) students have the right and responsibility to report problems. Student concerns will be heard in a respectful and confidential manner.

Sincerely,

Don Shalvey
Chief Executive Officer



Board Policy

DISCRIMINATION/HARASSMENT POLICY

Aspire Public Schools' ("Aspire") 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 mailed to parents/guardians.



Administrative Regulation

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:
 - a. The student who is complaining
 - b. The person accused
 - c. Anyone who saw the incident or conduct take place
 - d. 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:

- a. The Chief Executive Officer or designee
- b. The parent/guardian of the student who complained
- c. The parent/guardian of the person accused of the discrimination or harassing conduct
- d. The school resource officer(s)
- e. A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
- f. Child protective agencies responsible for investigating child abuse reports
- g. 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:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of past instances of discrimination or harassment by the accused person
- e. Evidence of past complaints

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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:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The number of persons involved
- d. The age and sex of the person accused of harassment
- e. The subject(s) of harassment
- f. The place and situation where the incident occurred
- g. 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.

Aspire Public Schools' Discrimination/Harassment Complaint Procedure

How to File a Complaint

Aspire Public Schools ("Aspire") is 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:

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential and respectful manner. In so doing, he/she shall talk individually with:
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 - the person accused;
 - anyone who saw the incident or conduct;
 - 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 discriminatory or harassing conduct;
 - the school resource officer(s);
 - teacher or staff member whose knowledge of students involved may help in determining who is telling the truth;
 - child protective agencies responsible investigating child abuse reports;
 - Aspire's legal counsel
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 or designee may take into consideration
 - how the misconduct affected one or more students education;
 - the type, frequency, and duration of the misconduct
 - the age and sex of the person accused of harassment;
 - the number of persons involved;
 - 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.

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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 or harassment occurred, this report shall describe the actions he/she took to end the harassment, address the efforts of the discrimination or harassment on the persons who was subject to it, 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.

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Appendix E: Aspire's Educator Evaluation

Aspire Public Schools Educator evaluation

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

Criteria	Score (1-3)	Comments & Suggestions
1. Commitment to students and learning		
• Demonstrates knowledge of cognitive development and different learning styles		
• Considers the whole student, including interests and cultural heritage		
• Creates a culture of respect and equity		
• Creates a culture of high expectations for learning		
2. Knowledge of subject matter		
• Knows how the subject is organized and linked		
• Designs coherent instruction (including activities, materials, resources)		
• Uses subject-specific instruction techniques		
3. Skill in management of learning		
• Organizes and manages classroom procedures, including physical environment, groups, transitions, materials		
• Manages student behavior		
• Uses a breadth of instructional techniques effectively		
• Assesses student growth consistently and in accordance with instructional goals and standards		
• Engages students in learning		
• Provides constructive, timely, substantive feedback		
• Is flexible and responsive		
• Maintains accurate student records		
4. Reflection		
• Reflects on practices accurately		
• Uses reflections to modify future teaching		
• Is open to coaching and critique		
5. Community-oriented		
• Collaborates with other teachers		
• Communicates with parents about individual students		
• Collaborates with parents in instructional program		
• Uses community resources when appropriate		

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

<u>Overall rating:</u> 1 2 3	<u>Strengths:</u> 1.	<u>Development areas:</u> 1.
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We have reviewed this performance evaluation.

Evaluator

Date

Educator

Date

REPORTING SUSPECTED ABUSE/NEGLECT	87	Deleted: 5
REPORTING PROBLEMS AT THE SCHOOL SITE.....	87	Deleted: 5
EMPLOYEE CONDUCT WITH STUDENTS.....	88	Deleted: 5

INTRODUCTION

Aspire Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers Aspire's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

CAMPUS SAFETY AND SECURITY

Each school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

Entrances and Exits

The school principal and office manager should develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours

- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office

- Periodically testing the security system according the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

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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

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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.

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Parents and guardians visiting during the school day for any purpose other than picking up 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 the CD-ROM from local law enforcement regarding registered sex offenders, and recommend that they utilize the information contained on the disk, and that information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at <http://meganslaw.ca.gov>, (Penal Code 290.4 and Parra Act), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outside 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.

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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.

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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.

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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.

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Staff shall provide observation and/or supervision of a parent/guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to Penal Code 290(q), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; any person who uses registered sex offender information to commit a misdemeanor will be fined at least \$500 and not more than \$1000.

EMERGENCY PREPAREDNESS

Every school should have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty.

Drills

It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- **Fire Drill:** At least once per quarter, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building.
- **Civil Defense Drill:** A Civil Defense Drill should be conducted at least twice each school year following the (school's or Aspire's) Civil Defense Procedure.
- **Earthquake Duck & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the (School or Aspire) Major Disaster Plan.

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Civil Defense Procedures

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System,

which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

In addition, schools will receive warning through telephone communications from the local county office.

Alert Signals

The ability to respond quickly and efficiently when a major disaster strikes is important so that we are to provide protection for students and school staff. In order to be better prepared, the staff, students and parents should be informed of their responsibilities following a major disaster.

At the sound of the "Alert" signal:

- All students in transit between classrooms, in restrooms, etc., will walk to their assigned classrooms.
- Children on the playground or library will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students.
- Each custodian will report to the school office for instructions.

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At the sound of the "Take Cover" signal:

- Students will position themselves under desks or tables.
- Students on the playground or out of doors will drop, face down on the ground.
- Open all doors: leave windows as they are.
- The teacher should be ready with stories, songs, guessing games, etc., in case of an extended waiting period.

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At the "All Clear" signal:

- Children will resume their regular class activities.
- When a building is unsafe to resume classroom instruction or if the situation has made the streets and sidewalks hazardous, the superintendent (or designee) will declare the premises unsafe.
- If an evacuation is found necessary, the principal will post on a conspicuous place, the new location of the students. A notice or letter to parents designating a site as well as procedures should be included in the first day packet going home with students.

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Staff Responsibilities

In the event of a disaster or civil defense alert, individuals on the school site have the following responsibilities:

Principal

- Sound appropriate alarm to evacuate building (fire drill) or take cover within the building (civil defense).
- Following fire drill procedures, check the building to ensure that all students, personnel and visitors have evacuated the building.
- Provide for administration of first aid and request other emergency assistance as needed.
- Keep the Home Office and your local county office informed and, if necessary, set up a telephone communications at a nearby residence or business.

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- 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.

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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.

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Custodial Engineers

Shut off the valves for gas, water, electricity and air conditioning (if necessary).
Open all gates and doors to assembly and exit areas.

Aides, Volunteers and Other Adults

Should assist teachers working with students to keep them safe, orderly and comfortable.
Be on call for Administrators' requests.

Community Council

In advance of emergencies, the Community Council should ensure the following emergency supplies are stored:

B. Student Emergency Packets (1 per student)

- 2 quarts of water
- Solar blanket
- Food for two days
- Note from parents with emergency instructions

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C. School Emergency Supplies:

- First aid kits
- Flashlights
- Batteries
- Radios
- Megaphone
- Walkie-talkies

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Emergency Procedures

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her role and responsibilities and follow these procedures:

1. Principal assesses the situation.

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2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.
12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

First Aid

The First Aid area should be located at an assigned place and properly stocked at all times.
The First Aid team will consist of individuals assigned by the principal or designee.

DISASTER PLANS

Whenever there is any type of disaster, the primary concern is the safety of the students. The following general guidelines will offer assistance in a variety of disaster situations. Each teacher should also display Disaster Plan guidelines prominently in each classroom.

Fire

1. Principal, custodians and/or office manager will determine the location of the fire.
2. Office manager will phone 911, picks up emergency card binder and student medication and leaves the building prepared to phone parents of any injured child.
3. Custodian or principal will sound the fire alarms.
4. Staff will follow emergency procedures previously described.
5. Students should leave the room in a single file, walk briskly but carefully, and stay in their class group when they reach their designated spot.

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Earthquake

If indoors:

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

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If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to after shocks.
5. Staff to follow emergency procedures previously described.

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Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.

See emergency procedures previously described for evacuation directions.

Electrical Failure

1. Principal and/or custodian notify the electrical company (PG&E) at 800-743-5000.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

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Gas Line Break

1. Principal and/or custodian notify PG&E.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

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Water Main Break

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

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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.

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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.

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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.

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Lockdown/Shooting Incident

If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:

1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

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Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:

1. Notify Principal immediately.

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2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:

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

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In all cases:

1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

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Explosion

If indoors:

1. All drop down to the floor and duck and cover.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to the building.
6. Staff to follow the emergency procedures previously described.

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If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

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Death/Suicide

1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone APS headquarters.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

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Intruders/ Vicious Animals

1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

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SCHOOL UNIFORMS

Aspire policy requires all students at Aspire schools to wear uniforms, beginning in the 2005-06 school year. Aspire Public Schools is committed to create a culture of academic rigor in our schools. A uniform dress code encourages this atmosphere. Implementation of this policy will reduce distractions and disruptions caused by clothing, make economic disparities between students less obvious, minimize the use of clothing to signal gang affiliation and other risks to student safety, and promote student achievement and create an orderly learning environment.

- Uniform selection: The specific uniform (i.e. colors and other specifications) will be determined by the school site with consideration for feeder schools.
- Support for needy families: Each school will designate philanthropy or general funds to support families who may need assistance in meeting the uniform requirements.
- Exceptions: Because Aspire schools are schools of choice, there will be NO exemptions for students.

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STUDENT DISCIPLINE

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

The following policies and procedures are designed to guide Aspire schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in Aspire charter petitions, the policies and procedures for suspension and expulsion of Aspire students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

Discipline in General

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for "time out";
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

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All Aspire employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
2. Referral to an advisor assigned that role by the Principal.

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While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any Aspire activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

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

Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

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3. The Superintendent or his/her designee may extend a student's suspension pending final decision by the Aspire Board of Directors – Executive Committee (“Aspire Executive Committee”) on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the Aspire Executive Committee on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Chief Executive Officer or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

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Grounds for Suspension and Expulsion

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

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.

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- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
- *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.

- Limitation: Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- **Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4)
- Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
- **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both (Ed.Code 48900.7)
 - Definition of Terrorist Threat: includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in:
 - death
 - great bodily injury to another person, or
 - property damage in excess of one thousand dollars (\$1,000.00),
 - with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:
 - his or her own safety,
 - his or her immediate family's safety,
 - the protection of school property, and/or
 - the personal property of the person threatened or of his or her immediate family.
- **Electronic Signaling Device:** Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- **Note:** Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

Expulsion

Expulsion is the involuntary removal of a student from all schools and programs of Aspire for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the Aspire Board of Directors – Executive Committee (“Aspire Executive Committee”).

In the event that a student is recommended for expulsion from Aspire, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. Aspire will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The Aspire Executive Committee, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Aspire Executive Committee's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses:

D. Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts **must be recommended for expulsion** and the Aspire Executive Committee **must expel** the student.

- Possessing, selling or otherwise furnishing a firearm when an Aspire employee verified firearm possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

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E. Category II – Mandatory Recommendation for Expulsion

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Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

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F. Category III – Expulsion May Be Recommended

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In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The Aspire Executive Committee’s decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

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Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, Aspire may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

Aspire Public Schools (“Aspire”) is committed to providing a cooperative and comfortable work and education environment free of discrimination and harassment of any kind. Accordingly, Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability. Aspire will not tolerate discrimination or harassment activity by any of its employees, non-employee volunteers, or any other person subject to the control of school authorities. Furthermore, all programs and activities at Aspire shall be free from discrimination and harassment with respect to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability.

This policy is intended to be consistent with, and intended to be, enforced in conformity with the California Fair Employment and Housing Act and Title VII of the Civil Rights Act of 1964, which prohibits harassment in the workplace, as well as multiple sections of the Education Code.

Students

All students shall have equal opportunities in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. Eligibility for choral and cheerleading groups shall be determined solely on the basis of objective competencies. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Aspire schools may provide girls and boys with separate shower rooms and sex education classes in order to protect student modesty. In physical education, when objective standards have an adverse effect on students because of their gender, race, ethnic group or disability, other standards should be used to measure achievement and create comparable educational opportunities.

The Board prohibits intimidation or harassment of any student by any employee, student or other person in Aspire. Staff shall be alert and immediately responsive to student conduct that may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

Students who harass or discriminate against other students shall be subject to appropriate counseling and discipline, up to and including expulsion. An employee who permits or engages in discrimination or harassment may be subject to disciplinary action, up to and including dismissal.

Any student who feels that he/she is being harassed or discriminated against should immediately contact the principal or designee. The student and/or parent may file a complaint verbally or in writing under Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure." Upon receipt of a harassment complaint the Chief Executive Officer or designee will be notified. Complaints of harassment will be investigated immediately according to the procedures set forth in Aspire's "Discrimination/Harassment Student/Parent Complaint Procedure."

Aspire's "Anti-Discrimination and Anti-Harassment Policy" and the "Discrimination/Harassment Student/Parent Complaint Procedure" will be reviewed with students at the beginning of each school year, either in the classroom or in student assemblies.

At the start of each school year, this policy will be mailed to parents/guardians.

Employees – Sexual Harassment

Aspire forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. Aspire will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to non-employee volunteers or any other person subject to the control of school authorities.

A. Definitions

- (1) Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected but for such employee's sex.
- (2) Unwelcome Conduct of a Sexual Nature.
- (a) Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
 - (b) An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
 - (c) Aspire prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

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B. Sexual Harassment Prohibited

- (1) For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature, constitute prohibited sexual harassment if:
- (a) Submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
 - (b) Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
 - (c) The conduct substantially interferes with an employee's or student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected.
- (2) Specific Prohibitions--Administrators and Supervisors.
- (a) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
 - (b) Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
- (3) Specific Prohibitions--Non-managerial and Non-supervisory Employees: It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

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- (4) Specific Prohibitions--Employees and Students: It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

C. Reporting, Investigation, and Sanctions

- (1) It is the express policy of Aspire to encourage victims of sexual harassment to report such claims. Aspire understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Aspire should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.

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- (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.
- (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.
- (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.
- (2) Every reported complaint of harassment will be investigated promptly and thoroughly by Aspire. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the investigation is completed, Aspire will notify the complainant of the results of the investigation. Aspire will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Aspire will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.
- (3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.
- (4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by

law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

Employees – All Other Kinds of Discrimination or Harassment

Prohibited harassment on the basis of race, ethnic group, color, national origin, ancestry, religion, physical or mental disability, marital status, medical condition, sexual orientation, veteran status, age, or any other protected basis, includes behavior similar to sexual harassment, such as:

- Verbal conduct such as threats, epithets, derogatory comments, or slurs;
- Visual conduct such as derogatory posters, photographs, cartoons, drawings, or gestures;
- Physical conduct such as assault, unwanted touching, or blocking normal movement; and
- Retaliation for reporting harassment or threatening to report harassment.

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Complaint Procedure

Aspire's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment, appropriate disciplinary action against one found to have engaged in prohibited harassment, and appropriate remedies for any victim of harassment. A claim of harassment may exist even if the employee has not lost a job or some economic benefit.

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

All incidents of prohibited harassment that are reported will be investigated. Aspire will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The investigation will be completed and a determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If Aspire determines that prohibited harassment or other conduct that violates an Aspire policy has occurred, the organization will take effective remedial action commensurate with the circumstances. Appropriate action will also be taken to deter any future harassment. If a complaint of prohibited conduct is substantiated, appropriate disciplinary action, up to and including immediate termination, will be taken. Whatever action is taken against the wrongdoer will be communicated to the employee who complained. Applicable law prohibits retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Liability for Harassment

Any employee of Aspire, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it, may be held personally liable for monetary damages. Aspire does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Aspire reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

PREVENTION OF CHILD ABUSE POLICY

Aspire is committed to maintaining safe and secure campuses for students, and for following its legal responsibilities in reporting suspected child abuse/neglect to the proper authorities.

Reporting Suspected Abuse/Neglect

While the responsibility of enforcing legal prohibitions against child abuse and neglect lies with the protective agencies such as the local police department and Children's Protective Services, Aspire's child care custodians (including teachers, administrative officers, certificated personnel, etc.) are mandated reporters of known or suspected child abuse/neglect and are required to fulfill this legal responsibility. Every child care custodian of Aspire must sign a "Child Abuse Reporting" form indicating they understand their responsibilities to report known or suspected child abuse/neglect.

See complete Prevention of Child Abuse Policy and Procedure for specific steps regarding the reporting of suspected abuse and neglect.

Reporting Problems at the School Site

Aspire maintains zero tolerance for abuse. Every member of any Aspire community must participate actively in the protection of its students.

All Aspire schools will monitor the school buildings and grounds:

- All unused rooms, storage areas, and closet doors should be kept locked at all times;
- all unused buildings and areas must be designated, posted and enforced as off-limits to children;
- all students are required to remain in areas that are easily viewed by employees;
- Interior doors should be left open and unlocked when rooms are in use
- Blinds should be left open to allow informal monitoring by a passerby.

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In the event that any current or future Aspire employee observes any suspicious or inappropriate behaviors on the part of any third party or other employee while on any Aspire premises, he or she is required to immediately report their observations to the principal or designee. Examples of suspicious or inappropriate behaviors include, but are not limited to:

- policy violations,
- neglectful supervision,

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- “private time” with students.
- taking students off premises without adhering to procedures.
- buying unusual gifts for children and youth.
- swearing or making suggestive comments to students.
- or any other conduct as identified in this policy, or which is inappropriate or illegal in the eyes of the observer.

All reports of suspicious or inappropriate behavior with students will be taken seriously. The principal or designee will conduct an immediate investigation concerning the alleged act or omission. If at any point in gathering information about the allegedly suspicious, inappropriate or illegal behavior, a concern arises that there is a possibility of abuse of any kind, appropriate law enforcement and/or local child protection services will be contacted immediately and a report will be filed. If at any point any policy violations with students are confirmed, employees will be subject to disciplinary action, including but not limited to, administrative leave, termination and/or criminal prosecution.

Aspire will cooperate with any and all law enforcement and/or governmental entities in the implementation and enforcement of this policy.

Employee Conduct With Students

All Aspire employees are responsible for conducting themselves in ways that preserves the safety of students and that prevents either the reality of or perception of inappropriate interaction with students.

In general, all Aspire employees will treat all children with respect and consideration equally, regardless of sex, race, religion, culture or socio-economic status. Employees will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

Alcohol, Tobacco, and Controlled Substances

All Aspire employees are prohibited from the use, possession, or distribution of alcohol, tobacco products, or any illegal controlled substances while in the presence of students or at any time on school grounds. They are also prohibited from being under the influence of alcohol or any illegal controlled substances while in the presence of students or at any time on school grounds.

Transportation of Students

Aspire employees may occasionally be in a position to provide transportation for students. The following guidelines should be observed in such circumstances:

- a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;

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- e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- g) Whenever possible, two Aspire employees should collectively engage in the transportation activity.

Language

Employees will not speak to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees are to refrain from swearing in the presence of students. Employees are cautioned against initiating sexually oriented conversations with students, except in the context of Aspire's health education or advisory curriculum. Employees are not permitted to discuss their own sexual activities with students.

Gifts

Money will not be given to students. Gifts will not be given to individual students, except as an award related to a previously announced academic competition; or as a group award given to all participants in celebration of classroom or school accomplishment or special event.

Attire

Employees must be appropriately and professionally dressed in presence of students. Each school may adopt its own dress code for employees and employees will be expected to follow that code.

Behavior

One-to-one counseling with students will be done in a public place insofar as possible, where private conversations are possible but occur in full view of others.

Employees will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.

Employees are prohibited from possessing any sexually oriented materials (magazines, cards, videos, films, clothing, etc) on school grounds or in the presence of students.

Physical contact with students

Some forms of physical contact between adults and children are appropriate and that other forms are inappropriate, illegal, or have been used by adults to initiate inappropriate or illegal contact with children.

Appropriate physical contact between employees and students include, but are not limited to:

- Handshakes;
- "High Fives" or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;

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- brief sideways hugs; and
- holding hands while walking with small children.

Inappropriate physical contact between employees and students include, but are not limited to:

- full body hugs or lengthy embraces;
- kisses;
- holding small children on the lap;
- touching bottoms, chests, knees, legs, , and/or genital areas;
- showing affection in isolated or private areas;
- sleeping with a student;
- wrestling with students;
- tickling students;
- piggyback rides;
- any type of massage;
- any form of unwanted affection; and/or
- any compliments that relate to physique or body development.

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All Aspire employees are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students. Other prohibitions include, but are not limited to,

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes).
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,
- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

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Introduction

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

In order to maintain an environment that will prepare APS students for responsible citizenship, APS has developed and adopted the policies and procedures set forth in this Student Discipline Handbook. This Handbook is designed to guide APS schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in APS charter petitions, the policies and procedures for suspension and expulsion of APS students set forth in this Handbook comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Suspension

Definition: Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

3. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.
4. Referral to an advisor assigned that role by the Principal.

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While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any APS activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

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

Authority to Suspend:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.
3. The Superintendent or his/her designee may extend a student's suspension pending final decision by the APS Board of Directors – Executive Committee ("APS Executive Committee") on a recommendation for expulsion.
4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the APS Executive Committee on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Chief Executive Officer or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

Grounds for Suspension and Expulsion

The following information is provided in order to provide uniformity within APS in matters of student misconduct requiring disciplinary action.

The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or Willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the

designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.

- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.

- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
Definition of Imitation Firearm: a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
Definition of Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
Definition of Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
Definition of Sexual Harassment: an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
Limitation: Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
Limitation: Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- **Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4)

Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

- **Terrorist Threats Against School Officials and/or Property:** Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7)

Definition of Terrorist Threat: includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in:

- _____ death
 - _____ great bodily injury to another person, or
 - _____ property damage in excess of one thousand dollars (\$1,000.00),
- with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:
- _____ his or her own safety,
 - _____ his or her immediate family's safety,
 - _____ the protection of school property, and/or
 - _____ the personal property of the person threatened or of his or her immediate family.

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- **Electronic Signaling Device:** Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
Note: Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

Procedures in Cases Requiring Suspension

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

Searches: In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and turned over to the police.*

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

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

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

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

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

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

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

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

Appeals Process:

A student or the student's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her school related offenses.

Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.

After appeal at the school level, if further appeal is desired, the appeal should be made to APS and should be directed to the Chief Executive Officer or the Chief Executive Officer's designee for resolution with a written response within fifteen (15) school days.

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

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

Expulsion

Definition: Expulsion is the involuntary removal of a student from all schools and programs of APS for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the APS Board of Directors – Executive Committee ("APS Executive Committee").

In the event that a student is recommended for expulsion from APS, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. APS will follow all due process procedures for Special Education students included in this Handbook and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The APS Executive Committee, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the APS Executive Committee's determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses include:

Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion and the APS Executive Committee must expel the student.

- Possessing, selling or otherwise furnishing a firearm when an APS employee verified firearm possession,

- Brandishing a knife at another person,
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, or
- Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion;
- Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The APS Executive Committee’s decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

3. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.
4. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. (Ed. Code 48915(b) and 48915(e).)

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Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, APS may, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

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

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

Step Two: A meeting is held within five school days of the student’s suspension to extend the suspension. The student and his/her parent or guardian are invited to attend this

meeting with the Chief Executive Officer ("CEO") of Aspire or the CEO's designee. School site administrators or teachers may also be present.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT DISCIPLINE AND IDEA

Aspire will comply with all federal laws regarding student discipline for children with disabilities and will stay apprised of any developments in the IDEA legislation. If a student with disabilities has an Individual Education Plan ("IEP") that includes disciplinary

guidelines, that student will be disciplined according to these guidelines. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies listed above.

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Appendix H: The School's Financial Plan

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Aspire Public School
Berkeley Maynard Academy
3 YEAR PRO FORMA INCOME STATEMENT

	<u>Enrollment</u>		
	<u>ADA (95%)</u>	<u>FY08-09</u>	<u>FY09-10</u>
		<u>Projected</u>	<u>Projected</u>
			<u>FY10-11</u>
			<u>Projected</u>
REVENUES			
State Aid Per Pupil Revenue		1,487,518	1,702,712
Federal Income		169,728	169,728
Class Size Reduction		240,240	240,240
Categorical Block Grant		226,195	257,242
Lottery (Unrestricted)		47,287	53,778
Lottery (Prop 20- Restricted)		8,140	9,257
Other State Revenue		262,859	262,859
In Lieu Tax Revenue		636,827	724,234
Other Local Revenue		35,000	35,000
TOTAL REVENUES		3,113,793	3,455,049
EXPENSES			
Personnel			
Certificated		1,296,573	1,405,883
Classified		337,769	357,769
Benefits		444,503	474,195
Total Personnel		2,078,845	2,237,847
Books & Supplies			
Books		51,000	58,000
Materials/Supplies		83,324	94,491
Food Services		10,000	10,000
Tot Books/Supplies		144,324	162,491
Services & Other Operating Expenses			
Travel & Conference		11,000	12,000
Dues & Subscriptions		3,000	3,000
Insurance		4,080	4,640
Utilities		30,600	34,800

Rent	<u>126,009</u>	<u>136,089</u>	<u>146,169</u>
Repairs & Maint	<u>15,000</u>	<u>15,000</u>	<u>15,000</u>
Educ Consultant	<u>40,000</u>	<u>40,000</u>	<u>40,000</u>
Special Education	<u>51,000</u>	<u>58,000</u>	<u>65,000</u>
Facilities Contractor	<u>55,944</u>	<u>54,752</u>	<u>61,360</u>
Technology	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>
Other Consultants	<u>5,000</u>	<u>5,000</u>	<u>5,000</u>
Marketing/Advertisement	<u>3,000</u>	<u>3,000</u>	<u>3,000</u>
Field Trip	<u>12,000</u>	<u>12,000</u>	<u>12,000</u>
Printing/Reprod	<u>14,400</u>	<u>15,800</u>	<u>17,200</u>
Fingerprinting	<u>220</u>	<u>100</u>	<u>100</u>
Depreciation	<u>17,597</u>	<u>17,597</u>	<u>17,597</u>
Communication	<u>11,016</u>	<u>12,528</u>	<u>14,040</u>
Tot Services	<u>404,866</u>	<u>429,306</u>	<u>461,666</u>
Capital Outlay			
Site Improvements	-	-	-
Equipment	<u>59,208</u>	<u>62,200</u>	<u>62,200</u>
Tot Capital Outlay	<u>59,208</u>	<u>62,200</u>	<u>62,200</u>
Other Expenses			
Facilities Allocation	<u>191,536</u>	<u>222,406</u>	<u>253,276</u>
Corp Admin(7%)	<u>184,665</u>	<u>208,474</u>	<u>232,284</u>
Dist Admin (1%)	<u>26,381</u>	<u>29,782</u>	<u>33,183</u>
Reserve (3%)	<u>22,565</u>	<u>10,204</u>	<u>10,204</u>
Tot Other Activity	<u>425,146</u>	<u>470,867</u>	<u>528,948</u>
TOTAL EXPENSES	<u>3,112,389</u>	<u>3,362,710</u>	<u>3,747,063</u>

Aspire Public Schools - Berkeley Maynard Academy- 1 Year Cash Flow

Deleted: Attached are the financial documents. f

2008-2009	Jul-08	Aug-08	Sep-08	Oct-08	Nov-08	Dec-08	Jan-09	Feb-09	Mar-09	Apr-09	May-09	Jun-09	Jul-09
Class Size Reduction			60,060										180,000
Categorical Block Grant		27,143	31,668	18,096	18,096	18,096	18,096	31,667	15,833	15,833	15,833		
Lottery (Unrestricted)						11,822			11,822				35,465
Lottery (Prop 20- Restricted)						2,035			2,035				6,105
Other State Revenue						131,430			131,430				262,859
Donation													
In-lieu Tax Revenue		76,419	89,156	50,946	50,946	50,946	50,946	89,156	44,578	44,578	44,578	44,578	636,827
Other Local Revenue			3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	35,000
TOTAL REVENUES		282,064	392,636	191,543	191,543	336,829	259,434	332,678	313,324	235,929	168,838	362,075	3,065,991
EXPENSES													
Personnel													
Certificated	108,048	108,048	108,048	108,048	108,048	108,048	108,048	108,048	108,048	108,048	108,048	108,048	1,296,573
Classified	28,147	28,147	28,147	28,147	28,147	28,147	28,147	28,147	28,147	28,147	28,147	28,147	337,769
Benefits	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	37,042	444,583
Total Personnel	173,237	173,237	173,237	173,237	173,237	173,237	173,237	173,237	173,237	173,237	173,237	173,237	2,078,845
Books & Supplies													
Books	7,650	7,650	7,650	7,650	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	51,000
Materials/Supplies	12,499	12,499	12,499	12,499	4,166	4,166	4,166	4,166	4,166	4,166	4,166	4,166	83,324
Non-Capitalized Equipment			19,539	19,539	20,131								59,268
Food Services	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Tot Books/Supplies	20,982	20,982	40,521	40,521	27,880	7,550	7,550	7,550	7,550	7,550	7,550	7,550	203,632
Services & Other Operating Expenses													
Travel & Conferences	1,850	1,850	1,850	1,850	550	550	550	550	550	550	550	550	11,000
Dues & Subscriptions							1,500						3,000
Insurance	340	340	340	340	340	340	340	340	340	340	340	340	4,080
Utilities	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	2,550	30,600
Rent/Debt Service	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	10,501	126,009
Repairs & Maint	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Educ Consultant	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Special Education	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	51,000
Facilities Contractor	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	4,662	55,944
Technology	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Other Consultants	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Marketing/Advertisement	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Field Trip	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Printing/Reprod	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	14,400
Fingerprinting	18	18	18	18	18	18	18	18	18	18	18	18	220
Communication	918	918	918	918	918	918	918	918	918	918	918	918	11,016
Tot Services	32,756	32,756	32,756	32,756	31,656	31,656	33,156	31,656	31,656	31,656	31,656	31,656	387,269
Facility Allocation	15,961	15,961	15,961	15,961	15,961	15,961	15,961	15,961	15,961	15,961	15,961	15,961	191,538
Corp Admin(7%)	15,389	15,389	15,389	15,389	15,389	15,389	15,389	15,389	15,389	15,389	15,389	15,389	184,665
Dist Admin (1%)	2,198	2,198	2,198	2,198	2,198	2,198	2,198	2,198	2,198	2,198	2,198	2,198	26,381
Reserve (3%)	1,880	1,880	1,880	1,880	1,880	1,880	1,880	1,880	1,880	1,880	1,880	1,880	22,565
Tot Other Activity	36,429	36,429	36,429	36,429	36,429	36,429	36,429	36,429	36,429	36,429	36,429	36,429	426,146
TOTAL EXPENSES	262,404	262,404	281,942	281,942	268,002	247,871	249,371	247,871	247,871	247,871	247,871	249,371	3,094,792
Net Income	(262,404)	19,660	110,694	(90,399)	(76,459)	88,958	10,063	84,705	65,453	(11,942)	(79,833)	112,703	(28,801)

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Financials – Assumptions

ENROLLMENT / EMPLOYMENT RELATED DATA

Average Daily Attendance (ADA) Calculation: 95% ADA percentage estimated for current year and all future years. Percentage is based on a conservative ADA assumption that Aspire secondary schools has achieved in the past.

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Estimated Enrollment Projection

Year	FY08-09	FY09-10	FY10-11
FY 2008-09K Grade	60	60	60
1 Grade	60	60	60
2 Grade	60	60	60
3 Grade	60	60	60
4 Grade	56	56	56
5 Grade	56	56	56
6 Grade	56	56	56
7 GradeFY 2009-10		56	56
8 GradeFY 2010-11			56
Total	408	464	520

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Estimated ADA Projection 95%

Year	FY08-09	FY09-10	FY10-11
K Grade	57	57	57
1 Grade	57	57	57
2 Grade	57	57	57
3 Grade	57	57	57
4 Grade	53	53	53
5 Grade	53	53	53
6 Grade	53	53	53
7 Grade		53	53
8 Grade			53
Total	388	441	494

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Percentage of Free and Reduced-Price Lunch for Students: Based on historical data for similar Aspire schools in general and for BMA specifically, we project that 80% of the children we serve will qualify for free and reduced lunch.

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Percentage of Economic Impact Aid (EIA) and English Language Learners (ELL) Students:
 Based on historical data for similar Aspire schools in general and for BMA specifically, we project that 43% of the children we serve will qualify for Economic Impact Aid and 18% will be classified as English Language Learners.

INCOME

**Please Note: The budget assumes a 0% COLA rate increase for both revenue and expenses for the 3 year budget projection. Expenses are expected to grow at the same rate as per pupil Revenue and therefore the net surplus should not change materially due to COLA.*

Revenue Limit (General Purpose Block Grant/ In-Lieu Tax Revenue): Based on similar schools in the district, In-lieu of Property Tax is projected to be funded at a rate of \$1,643 per ADA. The breakout between General Purpose Block Grant and In-Lieu Taxes is as shown below. Note that the Revenue Limit rates for FY08-09 are based on the January 2008 version of the Governor's budget.

Grade	FY08-09	FY09-10	FY10-11
K-3	5,447	5,447	5,447
4-6	5,529	5,529	5,529
7-8	5,688	5,688	5,688
9-12	6,600	6,600	6,600

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Federal Revenue: Calculations are based on fiscal year 2007-08 grant rates for Title I and Title II times the number of eligible students.

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Title Grant Rates	FY08-09	FY09-10	FY10-11
Title I	600	600	600
Title II	50	50	50

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Class Size Reduction (CSR): Based on K-3 enrollment times the CSR rate. Note that the CSR rates for FY08-09 are based on the January 2008 version of the Governor's budget.

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Grade	FY08-09	FY09-10	FY10-11
K-3	1,001	1,001	1,001

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Categorical Block Grant: Based on estimated ADA times the Charter School Block Grant Rate of \$447 per ADA. Note that the Categorical Block Grant rates for FY08-09 are based on the January 2008 version of the Governor's budget.

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	FY08-09	FY09-10	FY10-11
Substitutes Rates	190	190	190
Substitutes Budget	\$29,260	\$31,920	\$34,580

Stipend – Based on historical data for similar; budgeted 5 days per teacher per year times the rate of stipend (see below).

	FY08-09	FY09-10	FY10-11
Stipend Rate	165	165	165
Stipend Budget	\$18,150	\$19,800	\$21,450

Lead teachers are paid a stipend of \$2,500 per year per teacher. The rate is adjusted for COLA in each of the next three years.

Administrator (Principal) Salaries: Based on current salary expenditures. The rate is adjusted for COLA in each of the next three years.

Classified Salaries:

Please Note: Salaries only (see notes on taxes and fringe benefits below)

The rate is adjusted for COLA in each of the next three years.

Employee Benefits: Assumes straight percentages of all benefits except for Health and Welfare Benefits which is estimated at \$6,770 per teacher and Other Benefits/Educational Assist estimated at \$200.

Books and Supplies: Based on Aspire historical data for similar schools; the budget assumes approximately \$125-\$175 per student. That assumption is consistent with Aspire historical averages for similar schools. Also includes annual software fees.

Food Services: Based on Aspire historical data for similar schools.

Travel and Conferences: Based on Aspire historical data for similar schools, we conservatively budgeted at \$500 per teacher.

Dues and Subscription: Based on Aspire historical data for similar schools.

Insurance: Insurance rates are based on current actual policies procured through the California Charter School Association Insurance Joint Powers Authority. For budget purposes estimated at \$10 per enrollment.

Utilities: Based on Aspire historical data for similar schools, adjusted yearly based on increase in enrollment and facility.

Rent: Per Lease Agreement with Oakland Unified School District. Base Rent of \$52,569 and \$180 per enrollment.

	FY08-09	FY09-10	FY10-11
OUSD Base Rent	\$52,569	\$52,569	\$52,569
\$180 Per Enrollment	\$73,440	\$83,520	\$93,600

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Repairs and Maintenance: Based on Aspire historical data for similar schools

Educational Consultants: Aspire projects contract hire for diversity training and counseling services.

Special Education: Aspire conservatively estimates Special Education encroachment at \$125 per enrollment.

Facilities Contractors: Based on Aspire historical data for similar schools, adjusted yearly based on increase in enrollment and facility.

Printing and Reproduction: Based on historical Aspire averages for copier lease agreement, maintenance agreement and other misc. expenditures.

Fingerprinting: Based on historical Aspire averages.

Communication: Based on historical Aspire averages for phone, internet, and postage cost.

Capital Outlay: Based on historical Aspire averages, estimated furniture, equipment, and computers for addition enrollment and facility in FY08-09 and additional growth in the next two years.

Facilities Allocation: In order to ensure equitable facilities costs across Aspire's portfolio of schools we smooth out facilities costs across our sites. In doing so, we consider the cost of rent/lease payments and interest expense and principal payments on debt incurred to purchase or improve facilities. Those costs are pooled together and spread out in such a way as to have each site pay approximately 12%-13% of that site's per-pupil revenue.

Corp Admin Fees: Aspire charges a fee of 7% of per pupil revenue to each site to fund home and regional office operations. The per pupil revenue consist of revenue limit, categorical block, and lottery (unrestricted).

District Admin Fees: Includes 1% of ADA Revenue for district oversight fees.

Reserve Fees: Includes 3% of cumulative per pupil revenue in reserve.

PLEASE NOTE: This is a Balance Sheet Reserve in which we maintain a balance of 3% on each year's per-pupil revenues.

FY08-09: \$22,565 reserve, results in a balance sheet total of \$79,142 (\$56,577+\$22,565)

FY09-10: \$10,204 reserve adds to the balance sheet total of \$89,346 (\$79,142+\$10,204)

FY10-11: \$10,204 reserve adds to the balance sheet total of \$99,550 (\$89,346+\$10,204)

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Appendix I: Aspire language arts instructional guidelines

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Language Arts Instructional Guidelines K-12 Language Arts

Reading Workshop

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

Writing Workshop

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

Spelling/Word Work

Homework	Daily
Unit Integration	2 times a week

GUIDED READING

Rationale

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

Procedure

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

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

Resources

Leveled Books

Guided Reading, Good First Teaching, Pinnell & Fountas

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

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



INDEPENDENT READING

Rationale

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

Procedure

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

Resources

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



READ ALOUD

Rationale

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

Procedure

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

Resources

A well-organized library with a large selection of books

Public Libraries


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

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

Allen

The Art of Teaching Reading, Calkins

The Read Aloud Handbook, Jim Trelease



SHARED READING

Rationale

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

Procedure

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

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

Resources

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

Guided Reading, Good First Teaching for All, Pinnell & Fountas

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

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

MINILESSONS

Rationale

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

Procedure

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

Resources

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

LITERACY CENTERS K-3

Rationale

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

Procedure

G. Use the minilessons concept when introducing a literacy center. Literacy centers must be meaningful, productive and usually related to literacy or the interdisciplinary units. It takes several weeks to establish classroom literacy routines that the children understand how to follow. Once the majority of students can work independently during literacy centers Guided Reading activities can be instituted.

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H. This technique establishes:

- Engagement in meaningful literacy routines
- Management for Guided Reading lessons
- Independent and joyful time for literacy

Resources

And What Else?, Wright Group

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

Snapshots Literacy Minilessons Up Close, Hoyt

LITERATURE CIRCLES

Rationale

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

Procedure

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

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

Resources

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

WRITING WORKSHOP

Rationale

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

Procedure

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

Resources

Guided Reader and Writers, Pinnell and Fountas

Yellow Brick Roads, Allen

In the Middle, Atwell

Interactive Writing, McCarrier & Pinnell

INDEPENDENT WRITING

Rationale

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

Procedure

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

Resources

In the Middle, Atwell

Guiding Readers and Writers, Pinnell & Fountas

Yellow Brick Roads, Allen

INTERACTIVE WRITING

Rationale

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

Procedure

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

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

Resources

Interactive Writing, McCarrier & Pinnell

GUIDED WRITING

Rationale

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

Procedure

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

Resources

Writing supplies

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

WORD STUDY/ WORD WORK

Rationale

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

Procedure

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

Resources

Word Matters, Pinnell & Fountas
Words Their Way, Bear, Invernizzi, Templeton & Johnson
Guiding Readers and Writers, Pinnell & Fountas
Spelling K-8, Snowball
Spelling Through Phonics, Mc Cracken & Mc Crack

HOMEWORK

Rationale

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

Procedure

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



UNIT INTEGRATION

Rationale

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

Procedure

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

Resources

APS Interdisciplinary Units



DAILY ORAL LANGUAGE

Rationale

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

Procedure

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

Resources

Daily Oral Language, Instructional Fair, Inc.

SHARED INQUIRY

Rationale

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

Procedure

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

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

Resources

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

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Aspire Mathematics Philosophy

For Curriculum, Instruction and Assessment of Mathematics

Introduction

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

Curriculum

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

Instruction

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

The ability of students to communicate their mathematical thinking is critical to developing conceptual understanding, so students talk extensively about numerical relationships.

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

Assessment

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

Instructional Guidelines K - 5 Math

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



Experiential Opportunities

Once per month



Sample Teaching Model - Conceptual Approach (Whole Group) - For 90 min. class
(Combine like concepts when possible using one grade level as a guide)

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

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

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

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

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DAILY CHALLENGE

MENTAL MATH

Rationale

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

Procedures

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

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

Materials/Resources

California Mathematics Framework

California Math Standards

Aspire Math Assessments (give similar questions)

Student Math Text

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

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STUDENT LED SOLUTIONS (“SLS”)

Rationale

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

Procedure

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

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

Materials/Resources

California Mathematics Framework

California Math Standards

Student Math Text

Aspire Math Assessments (give similar questions)

“Math Matters” website (<http://www.edserv.sicoe.net/mm/hp.htm>)

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MATH ROUTINES

Rationale

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

Procedures

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

Materials/Resources

California Mathematics Framework

California Math Standards

Student Math Text

Aspire Math Assessments (give similar questions)

Mathematics Their Way, by Mary Baratta-Lorton

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ROLL & WRITE

Rationale

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

Procedures

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

This technique can be used to have children master:

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

Materials/Resources

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

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MINI-LESSON

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

Rationale

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

Procedure

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

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

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

How to read and use a math text should be addressed during mini-lesson early in the school year as well as periodically as the year progresses. Students who have

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skill in using their math texts (e.g. looking up topics in the index, finding definitions in the glossary, finding examples that model a problem they are trying to solve, etc.) will experience more success.

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

Materials/Resources Text

Harcourt Text
California Math Standards

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COOPERATIVE GROUPS

Rationale

Groupwork has the potential to enhance learning in a mathematics classroom. The National Council of Teachers of Mathematics (NCTM) also expects “students to communicate their mathematical thinking coherently and clearly to peers...”

Achieving the potential to enhance learning and realizing effective mathematical communication between students is a complex and challenging task. Students that are not well trained in working together with peers can pose significant problems in class, therefore, teachers using cooperative groups need to teach students the skills necessary for working in an effective team that will establish a positive class culture for teamwork and mathematical discussion. When this culture is effectively established students willingly share the responsibility for learning, and this increases conceptual learning, skill development, creative problem solving, social skill development, and oral language proficiency.

Procedure

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

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

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

Materials/Resources

- *Appendix A for Cooperative Learning Tools*

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

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GUIDED MATH

Rationale

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

Procedures

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

Materials/Resources

Student Assessment Portfolio
Aspire Math Assessment
Assessments in text

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PROBLEM SOLVING

Rationale

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

Procedures

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

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

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

Critical Thinking Problem (CTP) with Write-up

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

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Unit Integration

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

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

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

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

Materials/Resources

For CTP's

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

For Unit Integration

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

For Project/Problem-Based Learning

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

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CALCULATOR MATH

Rationale

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

Procedures

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

Materials/Resources

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

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HOMWORK

Rationale

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

Procedures

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

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

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

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

Materials/Resources

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

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Math Games

Rationale

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

Procedures

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

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

Materials/Resources

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

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

- Math Games - mathforum.org/library/resource_types/games/branch.html

- www.funbrain.com

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

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

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Math Journaling/Learning Log

Rationale

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

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

Procedures

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

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

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

Materials/Resources

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

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Math Assessment Portfolio

Rationale

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

Procedures

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

Materials/Resources

Appendix D

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

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

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

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

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Math Exhibitions & Math Fairs

Rationale

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

Procedures

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

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

Materials/Resources

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

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Aspire's Cycle of Inquiry

Rationale

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

Procedures

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

Materials/Resources

Aspire Math Assessments

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Experiential Opportunities

Rationale

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

Procedure

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

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

Materials/Resources

Appendix D

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

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HUMANITIES OVERVIEW

PHILOSOPHY
CURRICULUM
ASSESSMENTS

CYCLE OF INQUIRY

TEACHING PRACTICES AND TECHNIQUES

SAMPLE TEACHING MODEL
READING WORKSHOP IN HUMANITIES

Minilessons

Read Aloud

Shared Reading

Guided Reading

Literature Circles/Book Clubs

Reciprocal Teaching

Independent Reading

Response to Text Activities

Shared Inquiry

WRITING WORKSHOP IN HUMANITIES

Minilessons

Independent Writing

Research Investigations

Guided Writing

Interactive Writing

Grammar/DOL

Spelling/Word Work/Vocabulary

COOPERATIVE LEARNING IN HUMANITIES

STUDY GROUPS IN HUMANITIES

DISCUSSIONS IN HUMANITIES

PROJECT BASED LEARNING

INTERDISCIPLINARY PROJECTS

EXPERIENTIAL LEARNING

EXHIBITIONS OF LEARNING

PROJECT BASED LEARNING

BACKWARDS MAPPING

APPENDIX

Aspire Lesson Plan Template

WHERE template

Aspire Syllabus Template

Aspire Year-Long Planning Template

Minilessons about procedures for writing in a workshop
Minilessons about conventions: what readers need from writers
Minilessons about literary craft: what authors do
Minilessons about procedures for reading in a reading workshop
Minilessons about reading strategies: what readers do
Six Traits Rubric
Portfolios
Habits/Qualities Rubric
Class Rubrics- learner developed rubrics
Sample Reading Response Letter
Implementation Calendar
Bibliography of Recommended Texts
Sample Literature Circle Roles
Newmann Assessment Scale
Sample Exhibitions rubric

NOTE:

All of these instructional guidelines are explained fully in the following pages using this format:

1. Description of the practice
2. Explanation of the process or procedure
3. List of practice-specific artifacts (specific tools or demonstrative charts)
4. Possible assessments
5. Resources for more information

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We recognize and honor the importance of teacher professionalism. The step-by-step procedures are presented in order to illustrate a process, but are not meant to be prescriptive. Many of these practices might occur together in a classroom (i.e. one period of a Writing Workshop class might include DOL, a minilesson, a shared inquiry activity using cooperative learning groups, independent writing and a discussion). These guidelines are meant not as ends to themselves, but to be used as tools to help educators meet their educational objectives. New teachers and experienced teachers are likely to use these tools differently. However, it is the expectation that these practices are taking place in all Aspire classrooms.

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Appendix L: Map of English Language Development Standards to Aspire Instructional Guidelines

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Listening & Speaking Substrand	Standard – Beginning ELD Level	Strategies
Comprehension	<p>Answer simple questions with <u>one-to-two word responses</u>.</p> <p>Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g. matching objects, pointing to an answer, drawing pictures)</p> <p>Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g. single words or phrases)</p> <p>Use common social greetings and simple repetitive phrases independently (e.g. Thank you, You're welcome).</p> <p>Ask and answer questions by using phrases and simple sentences.</p> <p>Retell stories by using appropriate gestures, expressions and illustrative objects.</p>	<p>Shared Reading</p> <p>Discussions</p> <p>Guided Reading</p> <p>Discussions</p>
Organization and Delivery of Oral Communication	<p>Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g. plurals, simple past tense, pronouns [he or she]) may be inconsistent.</p> <p>Orally communicated basic persona; needs and desires (e.g. May I get to the bathroom?)</p>	<p>Guided Reading</p> <p>Shared Reading</p>
Listening & Speaking Substrand	Standard – Advanced ELD Level	Strategies
Comprehension	<p>Demonstrate understanding of most idiomatic expressions (e.g. Give me a hand) by responding to such expressions and using them appropriately.</p>	<p>Discussion</p> <p>Guided Reading</p> <p>Shared inquiry</p>
Organization and Delivery of Oral Communication	<p>Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others.</p>	<p>Discussion</p> <p>Guided Reading</p> <p>Literature Circles</p> <p>Read aloud / DRTA</p> <p>Shared inquiry</p>
Reading	Standard – Beginning ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	<p>Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language.</p> <p>Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language.</p>	<p>Mini-lesson</p> <p>Word work</p>
Phonemic Awareness, Decoding and Word Recognition, Concepts About Print	<p>Produce most English phonemes while beginning to read aloud</p>	<p>Read aloud</p> <p>Shared Reading</p>
Vocabulary and Concept Development	<p>Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., location, greetings, classroom objects).</p> <p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p>Retell stories by using simple words, phrases and sentences.</p> <p>Recognize simple affixes (e.g., educate, education), prefixes (e.g. dislike, preheat), synonyms (e.g., big, large), and antonyms (e.g., hot, cold).</p> <p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words.</p> <p>Recognize the difference between the use of the first-and-third person points of view in phrases or simple sentences.</p>	<p>Mini-lessons</p> <p>Word work</p> <p>Literacy centers</p> <p>Shared reading</p> <p>Guided reading</p> <p>Word Work</p> <p>Literacy centers</p> <p>Read aloud</p> <p>Guided Reading</p>
Reading	Standard – Intermediate ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	<p>Produce English phonemes while reading aloud.</p> <p>Recognize sound/symbol relationships and basic word formation rules in written text (e.g., basic syllabication rules and phonics).</p> <p>Apply knowledge of English phonemes in oral and silent reading to</p>	<p>Mini-lesson</p> <p>Word Work</p> <p>Read aloud</p> <p>Guided reading</p>

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	derive meaning from literature and texts in content areas.	Independent reading
Vocabulary and Concept Development	Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. Recognize simple antonyms and synonyms (e.g. good, bad, blend, mix) in written text. Expand recognition of them and begin to use appropriately. Apply knowledge of vocabulary to discussions related to reading tasks. Read simple vocabulary, phrases, and sentences independently. Read narrative and expository texts aloud with the correct pacing, intonation and expression. Use expanded vocabulary and descriptive words in oral and written responses to written texts. Recognize and understand simple idioms, analogies, and figures of speech in written text. Recognize that some words have multiple meanings and apply this knowledge to written text. Recognize the function of connectors in written text (e.g., first, then, after that, finally).	Mini-lesson Read aloud Independent reading Word work Guided reading D.O.L. Literature circles
Reading	Standard – Advanced ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	Apply knowledge of sound/symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	Word work Guided reading Mini-lesson centers Independent reading
Vocabulary and Concept Development	Apply knowledge of academic and social vocabulary while reading independently. Be able to use a standard dictionary to find the meanings of unfamiliar words. Interpret the meaning of unknown words by using knowledge gained from previously read text. Understand idioms, analogies, and metaphors in conversation and written text.	Word work Mini-lesson Independent reading
Reading Comprehension	Standard – Beginning ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Responds orally to stories read aloud, giving one-to-two word responses to factual comprehension questions (who, what, when, where and how). Understand and follow simple one-step directions for classroom-related activities.	Read aloud/DRTA Discussion Shared reading Guided reading
Structural Features of Informational Materials	Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames. Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	Guided Reading Read aloud Minilessons Shared reading
Reading Comprehension	Standard – Intermediate ELD Level	Strategies
Comprehension and Analysis of Grade-Level Appropriate Text	Understand and follow simple written directions for classroom-related activities. Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences. Read and identify basic text features, such as the title, table of contents, and chapter headings. Respond to comprehension questions about text by using detailed sentences (e.g., the brown bear lives with his family in the forest).	Shared reading Guided reading Mini-lesson
Structural Features of Information Features	Identify, using key words or phrases, the basic sequence of events in stories read.	Shared reading Guided reading Mini-lesson centers

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Reading Comprehension	Standard – Advanced ELD Level	Strategies
Comprehension and Analysis f Grade-Level. Appropriate Text	Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships. Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice. Write a brief summary (two or three paragraphs) of a story.	Guided reading Mini-lesson Literature centers
Writing	Standard – Beginning ELD Level	Strategies
Penmanship	Copy the alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).	Independent writing Interactive writing centers Word work Spelling sentence
Organization and Focus	Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). Write phrases and simple sentences that follow English symmetrical order.	Independent writing Interactive writing centers
Writing	Standard – Intermediate ELD Level	Strategies
Organization and Focus	Follow a model given by the teacher to independently write a short paragraph of at least four sentences.	Spelling paragraphs Minilessons Independent writing Mini-lesson
Organization, Focus and Penmanship	Write legible, simple sentences that respond to topics in language arts and other content areas (e.g., math, science, history-social science).	Spelling paragraphs Independent writing Interactive writing
Organization and Focus	Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. Write simple sentences about an event or a character from a written text. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.	Spelling paragraphs D.O.L. Independent writing Mini-lesson
Writing	Standard – Advanced ELD Level	Strategies
Organization and Focus	Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.	Spelling paragraph Independent writing Mini-lessons
Capitalization	Use capitalization when writing one's own name. Use capitalization at the beginning of a sentence and for proper nouns.	DOL Spelling paragraph Independent writing
Punctuation	Use period at the end of a sentence and a question mark at the end of a question.	DOL Spelling paragraph Independent writing
Capitalization, Punctuation and Spelling	Produce independent writing that includes partial consistency in the use of capitalization and periods and correct spelling. Produce independent writing with consistent use of capitalization, punctuation, and correct spelling.	Word work DOL Spelling paragraph Independent writing

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Appendix M: GRADE 6 HUMANITIES SAMPLE PACING GUIDE: WEEKS 1-6

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California State Standards:

- Word Analysis, Fluency and Systematic Vocabulary Development
 - 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

- Literary Response and Analysis
 - 3.1 Identify the forms of fiction and describe the major characteristics of each form
 - 3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.
 - 3.3 Analyze the influence of setting on the problem and its resolution
 - 3.5 Identify the speaker and recognize the difference between first-and-third person narration
 - 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

- Writing Strategies
 - 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

- Writing Applications
 - 2.1 Write narratives:
 - a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
 - b. Include sensory details and concrete language to develop plot and character.
 - c. Use a range of narrative devices (e.g., dialogue, suspense).

- Written and Oral Language Conventions
 - 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
 - 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.
 - 1.4 Use correct capitalization.

- Listening and Speaking Strategies
 - 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
 - 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

- Listening and Speaking Applications
 - 2.1 Deliver narrative presentations:
 - a. Establish a context, plot, and point of view.
 - b. Include sensory details and concrete language to develop the plot and character.
 - c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).

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WEEK	STANDARD	STANDARD(S)	LEARNING OBJECTIVES (with measurable outcomes)	ASSESSING OF LEARNING Assessments linked to QLO (e.g., Jobs, Projects, Essays, Reports, Exams, Educat Penetration, etc.) Journals, PGW, PGM	MATERIALS Texts, Worksheets (stories), Mini-lessons, Activities (e.g., Exhibits and activities used in classroom with students)	INSTRUCTION & MONITORING Strategies/Guidelines, Four-Step Model, LIT or Guided Reading or Writer's Workshop
<p>Week 1 Focus on Reading</p> <p>Choose topic for narrative writing; focus on setting</p>	<p>Literary Response and Analysis</p> <p>Writing strategies</p> <p>Written and Oral Language Conventions</p>	<p>3.1 Identify the forms of fiction and describe the major characteristics of each form</p> <p>3.3 Analyze the influence of setting on the problem and its resolution</p> <p>2.1 Write narratives; a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.</p> <p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts</p>	<p>Students demonstrate that they can identify genre by listing 5 genres they would be likely to read (2 minutes) and correctly identifying the genre of 4 different books in the class library by the end of class.)</p> <p>Students demonstrate that they understand what setting is by identifying time and place in 3 chapters of <i>Seedfolks</i></p> <p>Students show that they are able to create setting in a narrative by generating 20 descriptive words to describe the setting(s) of their narrative.</p> <p>Students demonstrate that they recognize the elements of a sentence by identifying subject and verb in 10 sentences with 90% accuracy in a 10 minute period of time.</p>	<p>Exploring worksheet for "I Remember" essay, on which students generate ideas about the plot/setting of narrative essay.</p> <p>Quick quiz to assess students ability to identify subject/verb in a sentence.</p> <p>Students begin to keep independent reading logs, tracking independent reading.</p> <p>Supply check "quiz" at the end of the week.</p> <p>Writing activity on setting for narrative essay.</p>	<p>Seedfolks</p> <p>Short stories to teach elements of narrative writing</p> <p>Post standards, a map, syllabus</p> <p>Library is organized by genre. Posters show how to pick out a book and guidelines for independent reading.</p> <p>Poster reminding students of guidelines for homework.</p> <p>Post class guidelines and expectations.</p> <p>Post "Where am I in the writing process?"</p> <p>Post 6 traits on the wall.</p> <p>Students choose and start reading independent reading books by end of week.</p>	<p>Model Exploring Stage of writing process.</p> <p>Model "Think-pair-share" routine.</p> <p>Model and introduce note-taking procedure.</p> <p>Introduce independent reading expectations. Model and practice Status of the class.</p> <p>Minilesson: Selecting books and Enjoying Silent Reading (Guiding Readers)</p> <p>Minilesson: How Readers Choose Books (Guiding Readers)</p> <p>Minilesson: Making Good Book Choices (Guiding Readers)</p> <p>Minilesson: Different kinds of Fiction (Guiding Readers)</p> <p>Minilesson: Keeping a Record of your reading (Guiding Readers)</p> <p>Minilesson: What is setting? What are ways you can describe a setting?</p> <p>Minilesson: How can I express complete thoughts in my writing?</p> <p>Minilesson: What are different types of genres?</p>
<p>Week 2 Focus on Exploring, Pre-writing narrative essay</p> <p>Work on Characterization</p>	<p>Word Analysis</p> <p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Applications</p> <p>Written and Oral Language Conventions</p>	<p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>3.5 Identify the speaker and recognize the difference between first-</p>	<p>Over the 5 days of the week, each student has demonstrated ability to read with expression and clarity by reading a favorite 30-60 second passage from <i>Seedfolks</i>.</p> <p>Students demonstrate that they understand cause and effect in literature by matching 5 causes with 5 effects (100% accuracy) in</p>	<p>Reading quizzes on House on Seedfolks</p> <p>Students rewrite a short chapter of <i>Seedfolks</i> in the 3rd person.</p> <p>Students will write an independent reading letter, summarizing the book and reflecting on reading strategies.</p>	<p>Seedfolks</p> <p>Short stories to teach elements of narrative writing</p> <p>Create "No Excuses" Conventions Poster, including conventions we cover in DOL and mini-lessons.</p> <p>Hang poster detailing what successful readers do:</p>	<p>Model independent reading letter, in which students write to a classmate or teacher about the book they are reading.</p> <p>Model DOL activity and procedure.</p> <p>As students work on the plot standards begin introducing Lit Circle roles: Van Gogh and Relater.</p>

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		and-third person narration	<p>2.1 Write narratives: b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense).</p>	<p><u>Seedfolks and giving a logical explanation.</u></p> <p>Students will demonstrate ability to connect setting to the problem of a plot by creating and answering 5 between the line questions about setting in passage from <u>Seedfolks</u></p> <p>Students will demonstrate understanding of character traits by listing 3 adjectives about 3 characters from <u>Seedfolks</u> and providing a quotations that exemplifies this character trait (by the end of class)</p> <p>Students will demonstrate understanding of 1st and 3rd person by correctly identifying (100% accuracy) the point of view of 5 passages.</p> <p>Students will demonstrate understanding of the difference between compound and simple sentences by writing 4 of each that will be used in their "I remember essay"</p>	<p>Writing activity on developing one character for narrative.</p> <p>Pre-writing activities on narrative essay.</p> <p>Graphic organizer on characterization.</p> <p>Writing activity: going to the store scenario – told from 2 distinctly different perspectives (storekeeper, customer).</p>	<p>Predict Self-question Make connections Infer Adjust Visualize Paraphrase Summarize</p> <p>Hang poster with guidelines for group work.</p>	<p>Minilesson: What is characterization? How is it determined?</p> <p>Minilesson: What is the relationship between character and plot?</p> <p>Minilesson: What is the difference between first person and third person narration?</p> <p>Minilesson: How do I use dialogue in narration?</p> <p>Minilesson: How to Buzz with each other (Guiding Readers)</p> <p>Minilesson: Abandoning Books (Guiding Readers)</p> <p>Minilesson: Writing Responses to your reading (Guiding Readers)</p> <p>Minilesson: Guidelines for Reading Workshop (Guiding Readers)</p>
<p>Week 3 Focus on Drafting papers</p> <p>How do you tell a great story? What are the elements of a great story? (focus on plot)</p>	<p>Word Analysis</p> <p>Literary Response and Analysis</p> <p>Writing Strategies</p> <p>Writing Conventions</p> <p>Written and Oral Language Conventions</p>	<p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression</p> <p>3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character.</p> <p>2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details</p>	<p>Students demonstrate they can identify sensory details by underlining at least 5 such details in chosen chapter of <u>Seedfolks</u>.</p> <p>Students will demonstrate ability to look at plot in a narrative by correctly identifying the conflict, climax and resolution in a short story chapter by the end of class.</p> <p>Students will demonstrate ability to create plot in a narrative by completing a graphic organizer detailing the conflicts, climax, and resolution of their own "I remember" narrative.</p> <p>Students demonstrate that they can use sensory detail by listing 10 such details that they will use in the final</p>	<p>Reading quizzes on <u>Seedfolks</u></p> <p>Whole class discussion, modeling discussions starters, practicing discussion starters, and using directed notes.</p> <p>A readers' workshop graphic organizer links characters to their traits and their actions.</p> <p>Graphic organizer on plot of your narrative essay.</p> <p>Sensory details paragraph on plot and character.</p>	<p>Seedfolks</p> <p>Short stories to teach plot</p> <p>Poster with Discussions Starters: Working dictionary: In student binders, students will begin a working definition: each word introduced for the word wall, students will keep a definition, part of speech, and picture; these words will be used in the writing process.</p>	<p>Model discussion starters, and have students practice with a discussion relays, in which each student uses a phrase to add to an accessible conversation.</p> <p>Introduce and model word work activity: plot</p> <p>As students work on the character trait standards begin introducing Lit Circle roles: Discussion director, Lit Luminary, vocab virtuoso.</p> <p>Minilesson: Guidelines for Writing Workshop</p> <p>Minilesson: Thinking and Talking about your reading (Guiding Readers)</p> <p>Minilesson: Checking your understanding as you read (Guiding Readers, Reading Strategy work)</p> <p>Minilesson: Who Charter Petition</p>	

		and concrete language to develop plot and character.	draft of their "I Remember" essay.			How do you develop plot? Minilessons: How do you use sensory details to develop plot? Minilessons: What is setting? How do you establish a setting?
Week 4 Focus on Revision Credibility, adding narrative devices	Word Analysis Literary Response and Analysis Writing Strategies Writing Applications	1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction). 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs. 2.1 Write narratives; c. Use a range of narrative devices (e.g., dialogue, suspense).	Students will demonstrate ability to revise an essay by suggesting at least 10 revision changes for their partner's essay by the end of writers' workshop. Students will demonstrate the ability to write dialog by correctly using 3 quotations of family members in family ritual story by the end of writer's workshop. Students will demonstrate the ability to organize writing according to spatial order by including 6 details about the setting of the narrative, and describing each one in relation to the other by the end of writers' workshop.	Reading Quizzes on Seedfolks Assessing credibility activity in which students determine how credible a character is and provides textual justification for assertions. Suspense activity. Peer Revision activity Creation of Revision plan	Seedfolks Short stories to teach credibility. Wall chart illustrates the organization of an essay: introduction/body/conclusion. Suspense activity. Peer Revision activity Creation of Revision plan	IG: Model and practice Writers Workshop: revision process. Introduce and model partner revision process for the writing process. Minilessons: How do I create a revision plan? Minilessons: Revising for clarity Minilessons: Revising for sentence fluency Minilessons: How can I make my story credible? Minilessons: What's the difference between revision and editing?
Week 5 Focus on editing, discussing themes in Seedfolks	Literary Response and Analysis Writing Applications Written and Oral Language Conventions	3.6 Identify and analyze features of themes conveyed through characters, actions, and images. 2.1 Write narratives; a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories; b. Include sensory details and concrete language to develop plot and character; c. Use a range of narrative devices (e.g., dialogue, suspense). 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to	Students will demonstrate understanding of capitalization conventions by writing sentences that demonstrate 5 capitalizations rules by the end of a 10 minute period.	Reading Quizzes on Seedfolks Capitalization contest Create a list of commonly misspelled words in notebook Editing activity on narrative essay. Peer-editing circle Class discussion and short writing activity on theme.	Seedfolks Short stories, poems that illustrate theme	Literature Circles: Practice role of Literary Luminary as students gather and analyze quotations. Minilessons: Using punctuation to understand the author's message (Guiding Readers) Minilessons: Using Stick-on notes to prepare for journal writing (Guiding Readers) Minilessons: What is theme? How do you find it in a story? Minilessons: How to use commas effectively to create compound sentences that express complete thoughts.

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		<p>express complete thoughts.</p> <p>1.4 Use correct capitalization.</p> <p>1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).</p>				<p>Minilesson: How to use correct capitalization in your writing.</p> <p>Minilesson: A few frequently misspelled words that you should never misspell again.</p>
<p>Week 6 Focus on Listening and Speaking student presentations of narrative essays</p>	<p>Word Analysis</p> <p>Listening and Speaking Strategies</p> <p>Listening and Speaking Applications</p>	<p>1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p> <p>1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).</p> <p>1.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>2.1 Deliver narrative presentations:</p> <p>a. Establish a context, plot, and point of view.</p> <p>b. Include sensory details and concrete language to develop the plot and character.</p> <p>c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).</p>		<p>Short in-class essay exam on Seedfolks</p> <p>Exam on elements of narratives (3.2, 3.3, 3.5)</p> <p>Students turn in an essay entitled "I Remember"—the rubric is based on the mini-lessons about narrative writing as well as 6 traits. Should be 500-700 words.</p> <p>Self-assessment of narrative essay</p> <p>Oral delivery of narrative to class</p> <p>Student assessment of tone, mood and emotion in each speech.</p>	<p>Seedfolks</p>	<p>Literature Circles: practice all roles</p> <p>Minilesson: How to tell a story out loud.</p> <p>Minilesson: How to be an effective audience member</p> <p>Minilesson: How to self-assess your writing</p>

ADDITIONAL LEARNING OPPORTUNITIES (e.g., Experiential Learning, Intervention Options, Spiraling...)

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SOCIAL STUDIES

#	WORD or CONCEPT	CONCISE DEFINITION
1	Adaptation	Changing something in order to survive or succeed in new conditions
2	Scarcity	When there is not enough of something (like food) during a particular time
3	Monotheism	Belief in one god
4	Polytheism	Belief in many gods
5	Cultural Diffusion	The spread of ideas from one group of people to another, often through war or trade.
6	Democracy	A government in which citizens vote for laws
7	Republic	A government in which citizens vote for representatives, who make laws for the people.
8	Bureaucracy	A system of running a government in which people have specific jobs that they are trained to do
9	Empire	A group of countries ruled by one ruler or government
10	Archaeology	Study of ancient societies by studying what's left of their bones, buildings, and tools
11	Anthropology	Study of people, how they live and what they believe
12	Philosophy	A group of ideas about what is good and evil, how people think, and why things are the way they are.
13	Climate	the usual weather for an area
14	Caste	One of the social classes in India into which people are born that cannot be changed
15	Culture	The art beliefs, and ways of living of a group of people
16	Civilization	A society that is well organized and developed (it has writing, art, and a government)
17	Geography	Study of where countries, mountains, deserts, oceans, and cities are located, and how they affect people who live in those areas.
18	Hominid	A creature who walks on two feet; humans the only type of hominid that live today
19	Monarchy	A government ruled by a king; a government in which only one person makes the laws for the people, this person is not elected.
20	Myth	Ancient story, explains natural or historical events; often not believed as true explanations
21	Primary Source	A text that was written by someone who lived during the historical period being studied.

22	Secondary Source	A text written about a historical period after that time; people use primary sources to write the secondary source.
23	Dynasty	A family of kings who have ruled a country, kingdom, or empire for a long period of time
24	Architecture	The art of planning and constructing buildings
25	Ancient	Very old; a civilization that existed more than 1500 years ago
26	Social order	The way a group of people is seen to have importance or value based on their job or wealth.

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Appendix O: Humanities Book List for 6th Grade Humanities

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Whole Class Texts (to teach literature circle roles, build community, teach specific literary analysis lessons):

Seedfolks (Fleishmann) – to be phased into 5th grade
 The Odyssey (Picard version)
 The House on Mango Street (Cisneros)
 Among the Hidden (Haddix) * suggested summer reading text

History Text and Materials:
 TCI History Alive: The Ancient World

High Interest Literature Circle Books:
 Walk Two Moons (Creech)
 Holes (Savchar)
 Becoming Naomi Leon (Ryan)
 Bud, Not Buddy (Curtis)
 Chasing Vermeer (Balliett)
 Out of the Dust (Hesse)
 Hoot (Haasen)
 Jacob I Have Loved (Paterson)
 Artemis Fowl (Colfer)
 Nothing But the Truth (Avi)

History Unit	Literature Circle Titles	Teacher Resources, Primary Source Documents, Anthologies, etc.
Early Humans	The Boy of the Painted Cave (Denzel) Maroo of the Winter Cave (Turnbull) Dar and the Spear Thrower (Cowley)	
Egypt	The Egypt Game (Snyder) The Jedera Adventure (Alexander) Mara, Daughter of the Nile (Jarvis) A Place in the Sun (Rubalcaba) The Golden Goblet (McGraw)	Hatshepsut, His Majesty, Herself The Gilgamesh (Finkel) Ancient Egypt: Eyewitness Books () Mesopotamia (Service) Discoveries and Inventions (Shuter) Farming and Food (Shuter) Pharaohs and Priests (Shuter)
Ancient Hebrews		Judaism (Penny) Bible Lands: Eyewitness Books
Greece		D'Aulaire's Book of Greek Myths Ancient City: Life in Classical Athens and Rome (Dodge) The Greeks (James) Greek Myths (McCaughrean) Penguin Atlas of Ancient History (McEvedy) Cities and Citizens (Shuter)
India	Anni's India Diary (Axworthy) Homeless Bird (Whelan) Gay-Neck: The Story of a Pigeon (Mukerji) Daughter of the Mountains (Rankin)	Buddhism (Ganerl) Indian Fairy Tales (Jacobs) India: The Land (Kalman) India: The Culture (Kalman) Shower of Gold: Girls and Women in the Stories of India (Selvan) Science in Ancient India (Stewart)
China		Science in Ancient China (Beshore)

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			<u>Wisdom of the Crows and Other Buddhist Tales (Chodzin)</u> <u>Ancient China: Eyewitness Books (Cottrell)</u> <u>Confucianism (Hoobler)</u> <u>Taoism (Nartz)</u>
Rome			<u>The Roman World (Connolly)</u> <u>Ancient City: Life in Classical Athens and Rome (Dodge)</u> <u>Science in Ancient Rome (Harris)</u> <u>Ancient Rome: Eyewitness Books (James)</u> <u>The Other Half of History: Women in Ancient Rome (MacDonald)</u> <u>Atlas of the Classical World: Ancient Greece and Ancient Rome (Stalio)</u> <u>Eyewitness: Ancient Rome (James)</u>

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Appendix P: AVID™ (Advancement Via Individual Determination)

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AVID is a grade 6-12 program to prepare students, many of whom are first generation college-bound, for four-year college eligibility. AVID is an academic, regularly scheduled elective class based on writing as a tool of learning, collaborative grouping, reading skills, and inquiry methods of instruction. The three main components of the program are academic instruction, tutorial support, and motivational activities.

Students are enrolled in a college preparatory sequence of classes and in an elective section of AVID in which students are given the academic and motivational support to succeed. Within AVID, students are coached by college tutors, typically AVID graduates themselves, and work in collaborative groups using a curriculum focusing on writing, reading and inquiry. Non-tutorial days are devoted to an across-the-curriculum writing sequence and grade level study skills in preparation for college entrance and placement exams as well as presentations by guest speakers. AVID classes participate in field trips to colleges, businesses, and places of cultural interest.

The program also restructures the teaching methodology of the entire school to make college preparatory curricula accessible to almost all students. AVID teachers attend bi-monthly coordinator workshops for staff development, and AVID schools send content area teachers, counselors, administrators, and AVID teachers to summer institutes as site teams for staff development and to prepare AVID site team plans for the year.

Program integrity is maintained through annual certification. AVID schools complete a self-study continuum based on a list of essential elements of strong AVID programs, receive technical assistance in addressing challenges and in looking for ways to improve their programs, and are recommended for AVID affiliate (working toward certification), certified, or certified with distinction status.

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Appendix Q: 07-08 SECONDARY ASSESSMENT CALENDAR

ASSESSMENT	DUE DATE ²
Writing – Snapshot writing assessment	Within first 30 days of instruction
Math – Fall Benchmark ³	Within 30 days of instruction
Reading Edusoft Assessment (Grades 6-12) ⁴	Within 30 days of instruction
Writing – Edusoft Assessment	September 15
Math- Winter Benchmark	By Christmas Break
Reading – Edusoft Assessment	By Christmas Break
Writing – Edusoft Assessment	By Christmas Break
Writing – Snapshot writing assessment	February 1
Math –Problem Solving	TBD
Math – CST Benchmark	4 weeks before STAR
Reading – Edusoft Assessment	4 weeks before STAR
Writing – Edusoft Assessment	4 weeks before STAR
Math – Spring Benchmark	June 1

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OPTIONAL ASSESSMENTS:

3 Day Process Assessment – November & End of the Year

Developmental Reading Assessment – STRONGLY ENCOURAGED (6-8)

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² All data e-mailed to: John Ericson, Regional VP, Principal & Coaches

³ * 5th through 12th grade should give grade level benchmark and Basic Skills Assessment. (Basic Skills are given until a student passes with 85% or higher.)

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Appendix R:

Biography of Kristyn Klei, Founding Principal, Berkley Maynard Academy

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Kristyn Klei is the Founding Principal for Aspire's Berkley Maynard Academy in North Oakland. She previously served as principal of East Palo Alto Charter School in East Palo Alto, a K-8 school. During her tenure, the school's performance on the state's Academic Performance Index improved an astonishing 191 points, enrollment increased by 25%, teacher retention rates doubled, parents and community members contributed over 5000 volunteer hours, and the school raised over \$300,000 in philanthropic funds. Ms. Klei has also worked at Aspire's Home Office; during her year s Principal in Residence, she developed and managed an newly created in-house masters degree and administrator credentialing program in collaboration with San Jose State University. She has also been a middle school math/science teacher and Assistant Principal, and began her career teaching 6th grade math and science in Cincinnati, Ohio. Kristyn is a Board member for Resources for Indispensable Teachers (R.I.S.E), and has guest lectured at Stanford University on School Reform, Educating Immigrant Students, and Setting High Academic Standards for Minority Students. She received a Bachelor of Science in Education from Miami University, a Masters of Education from Xavier University, and a Doctorate in Educational Leadership from University of California, Berkeley.

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Special Education

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

- California Education Code Section 47642

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

Open communications between Aspire and the District to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with any and all applicable laws. Unless otherwise agreed, the relationship that will exist for special education between the School and the District shall be identical with other public schools in the District;

Delivery of special education services either at the site of the School or sites maintained by the District. These arrangements may need to be developed on a case-by-case basis and reviewed and modified on a regular basis and in coordination with applicable laws and individual education plans. All students with disabilities at the School must be able to access a full range of services and placement options, including assessment and services for students with low-incidence and severe disabilities;

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

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