



College for Certain

Aspire Millsmont Academy

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

Original Charter Approved by Oakland Unified School District for the term
July 1, 2004 – June 30, 2009

Charter Renewal Approved for the term
July 1, 2009 – June 30, 2014



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November 20th, 2013

Superintendent Dr. Gary Yee and Members of the
Oakland Unified School District Board of Education
1025 Second Avenue
Oakland, CA 94606-2212

Dear Superintendent Yee and Members of the OUSD Board of Education,

We hope this letter finds you well. Enclosed is Aspire's petition to renew our charter for Aspire Millsmont Academy, an existing charter school serving the students of Oakland.

In reviewing our application, you'll find that Aspire Millsmont Academy faces some challenge with regards to the requirements for renewal as set forth in Education Code §47607.

We come to you ready to rectify this as evidenced by aggressive Measureable Pupil Outcomes for this renewal specifically. Our new Measurable Pupil Outcomes will be reviewed mid-term and we will take strong action if we have not met our goals at that point.

We are encouraged by Aspire Millsmont Academy's improvement already in the 2013-14 school year. Approval of this charter petition will ensure that Aspire can continue operating the school and growing it into one of great success so that we may continue our mission of preparing students in this community for college success.

We welcome the opportunity to speak with you. Please do not hesitate to contact us if you have any questions about the enclosed petition. Thank you for your consideration.

Respectfully,

A handwritten signature in black ink, appearing to read "James Willcox", is written over a light blue horizontal line.

James Willcox
Chief Executive Officer
Aspire Public Schools

Enclosure

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Aspire Millsmont Academy Charter: Assurances

The Aspire Millsmont Academy (“School”) will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

1. The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of the School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
3. The School shall be non-sectarian in its curriculum, programs, admissions policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The School shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)]
5. The School shall admit all students who wish to attend the School, and who submit a timely application; unless the School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
6. The School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

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

22. The School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]
23. The School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.

Tatiana Epanchin-Troyan
Bay Area Superintendent, Aspire Public Schools

11.20.13

DATE

INTRODUCTION

Aspire Public Schools (“Aspire”) hereby respectfully submits this charter renewal on behalf of Aspire Millsmont Academy (“the School”).

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

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

The School has been chartered in the Oakland Unified School District (“the District”) under the auspices of Aspire since 2004.

The School’s present charter term is set to expire on June 30, 2014.

The School has done a financial analysis and projections that support continued operation of a K-5 school in the District on a financially sound basis.

The School is located at 3200 62nd Avenue, Oakland, California 94605 where it holds a two-year lease through 2016 with the option to renew the lease in the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions the District to renew the charter for the School for a five-year period, from July 1, 2014 to June 30, 2019.

The Charter Schools Act of 1992 states that:

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

(a) Improve pupil learning.

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

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

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

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

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

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

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

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

PETITION ELEMENTS

Element A: Educational Program

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

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

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

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

THE SCHOOL’S MISSION

The School’s mission is to 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.

POPULATION TO BE SERVED BY THE SCHOOL

The School currently serves approximately 266 students in grades K-5. The school will also offer transitional Kindergarten. A summary of historical enrollment and demographics can be found in Appendix I as part of the OUSD Performance Report.

According to demographic data compiled by the California Department of Education (“CDE”), the District enrolled 46,486 students in 2012-13. Of these students, African Americans constitute 29.1% of the students, American Indians 0.3%, Asians 13.6%, Filipinos 0.8%, Hispanics 41.9%, Pacific Islanders 1.1% and Whites 9.2%. During the 2013-13 school year, students who spoke English as a second language made up 30.3% of the District student body. The School seeks to enroll a diverse population of students that reflects these demographics.

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

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

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

THE EDUCATED PERSON IN THE 21ST CENTURY

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

HOW LEARNING BEST OCCURS

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

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

Additionally, Aspire has built a College For Certain® culture. Beginning in kindergarten, students are informed and inspired to succeed in high school and attend college. Classrooms are named after universities with the year the class will graduate

from college above the door. Teachers and principals proudly share their college going experiences, diplomas and challenges. Through Aspire's schools, students are given the will, the skills and the habits of mind to attend college and succeed in life by becoming self-motivated, competent, and lifelong learners.

THE SCHOOL'S PROGRAM DESIGN ELEMENTS

Community

Aspire schools are small with approximately 45-60 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally.

- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Ideally, target enrollment for elementary campuses (K-5) is between 320 and 400 students, but some schools are smaller depending on their facility or other enrollment factors.
- *Small Class Sizes:* In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 20:1 student-teacher ratio in kindergarten through third grade and a 29:1 ratio in grades four and five.
- *Looped Grouping:* In grades K-5, teachers strive to teach the same group of students for two years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher saves instructional time during the second year of instruction as she/he knows the individual student's strengths and weaknesses on the first day of school. Instruction can begin as soon as the school year does. Students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.

Learning Time

Aspire provides 15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

- *Longer School Day:* Students learn more when they are given more time to learn each day. With more time, teachers can create more effective projects to build higher order thinking skills. Aspire schools have, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. The School's 2013-14 Bell Schedule is attached in Appendix II.

- *Longer School Year:* Aspire schools provide approximately 186 to 190 days of instruction, which is about 11 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. The School's 2013-14 Academic Calendar is attached in Appendix III.
- *Modified Traditional Calendar:* After its first year of operation, the school uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

Teaching Methods

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards. The Instructional Guidelines will be revised annually as more is learned about effectively implementing the CCSS. Sample Instructional Guidelines are attached in Appendix IV. These guidelines, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- *Explicit Instruction:* in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- *Massed and Distributed Practice:* this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.
- *Problem Solving:* this method provides students with a step-by-step process for determining the solution.
- *Inquiry:* in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- *Culturally Appropriate Curriculum and Instruction:* A multicultural curriculum and culturally 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.
- *Authentic Experiences:* In the early elementary grades at Aspire schools, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at Aspire schools, students focus on “reading to learn,” through reciprocal teaching, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

Curriculum

Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools. The specific CCSS curriculum materials will be determined through an organization-wide adoption process. For more details on Aspire’s plan for transition to Common Core State Standards, please refer to Appendix V.

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

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

One of the main resources in K-5 literacy instruction may be the Open Court Reading materials. Writing may be supplemented with vocabulary and instruction based on the Six Traits of Writing.

- *Social Science:* Aspire’s history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S.

policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography, conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive! Interact and a variety of non-fiction texts as recommended by the CCSS.

Throughout the K-5 instructional program, social science and language arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

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

A balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms, our state adopted math materials, Harcourt Brace, Prentice Hall and California Preparatory Mathematics, can be interwoven with other real-life problems. These materials will also change or be updated with the realignment with the CCSS.

A key tool in mathematics instruction is the standards-based software program Edusoft. Edusoft creates, scores and reports standards-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Edusoft reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction. Aspire is currently in the process of reviewing several vendors for CCSS aligned questions to create CCSS aligned assessments.

For example, the results of a standards-based assessment given in 5th grade might show that 90% of the students mastered Math Standard Number Sense CCSS: Add, subtract, multiply, and divide with decimals, but only 15% mastered Number Sense CCSS: Perform operations with multi-digit whole numbers and with decimals to hundredths. The teacher would provide remediation for students who did not understand one standard and reteach the whole class the other standard. Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

- *Science:* Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted textbooks may be supplemented with AIMS, FOSS, scientific readings and local scientific resources such as guest speakers, field trips, and presentations.

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

- *Visual and Performing Arts:* Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.
- *Health:* Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.
- *Physical Education:* Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

Assessment

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

- All standardized and standards-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to, Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)¹;

¹ The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment)
- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics, Aspire Writing Assessment);
- Day-to-day assessments related to specific content or skills (running record for language arts; Open Court phonics, Edusoft assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- Examination of final grade level projects, Exhibitions, are designed by each school to reflect a deep exploration of a key grade level standard- for example a Physics standard, character analysis, media literacy- which include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

Technology as a Tool

At Aspire, technology is used as a tool to provide students with additional opportunities for individualized learning. The School is converting to a blended learning school. In August of 2013, the School set up a blended learning lab for all 3rd, 4th, and 5th graders. Blended learning enables each student to have 30 minutes of literacy on computers daily, 30 minutes of math on computers daily, and a strong lab teacher with excellent classroom management skills who builds incentive systems & rallies students around their progress. Rotating students into the lab creates a structure that supports more targeted guided reading and small group instruction in the classroom.

In fall of 2014, the School plans to continue the blended learning conversion by piloting a classroom rotation model in grades K, 1, and 2.

Aspire believes that blended learning will accelerate the turnaround of school culture, increase support for small group instruction, provide individualized learning opportunities and real-time feedback for students at school and home, and support students as they develop technology skills necessary for success in college and beyond.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES

State Priority #1. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<p>The School's teachers will be appropriately assigned and fully credentialed.</p> <p>Every pupil will have sufficient access to standards-aligned instructional materials.</p> <p>School facilities will be maintained in good repair.</p>	<p>On an annual basis, Aspire's credentials team will evaluate whether all the School's teachers are appropriately assigned and fully credentialed, and will take action if they are not.</p> <p>Each year, the School will report on whether every pupil will have sufficient access to standards-aligned instructional materials.</p> <p>On an ongoing basis, facility maintenance needs will be assessed and resolved.</p>

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

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

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

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

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

- A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
- B. The Academic Performance Index (API)
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU

<p>entrance requirements, or career technical education</p> <p>D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT</p> <p>E. EL reclassification rate</p> <p>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</p> <p>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</p>	

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

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

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

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside partners, students will be provided with a broad course of study.
State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.	
ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will track pupil outcomes in a broad course of study.	The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary.

SUPPORT FOR ENGLISH LEARNERS

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. The School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The School’s program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

- Home Language Survey

The School will administer the home language survey upon a student’s initial enrollment into the School (on enrollment forms). Spanish-speaking students in the country less than twelve months will be given the state’s Designated Primary Language Test (currently the Aprenda and Standards-Based Tests in Spanish) to

determine the student's academic proficiency when tested in his/her home language of Spanish.

- **CELDT Testing**

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested or tested with any new English Language Development test adopted by California within thirty days of initial enrollment² 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 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 reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix may be used by teachers to

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

To meet the needs of English learners, Aspire has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English (SDAIE). Specifically, those strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams and webs)
- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

All teachers will be given professional development in teaching English Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development (GLAD) training. The newly adopted English Language Development Standards will be mapped to Aspire's Instructional Guidelines. The mapping of the previous English Language Development Standards to Aspire's Instructional Guidelines is included in Appendix VI. This document will be updated as necessary to align with CCSS.

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 Learners. The School will analyze the achievement data by this subgroup, and continue to assess the students through teacher-designed assessments and Aspire's benchmark assessments.

Monitoring and Evaluation of Program Effectiveness

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

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

SUPPORT FOR ALL STUDENTS

Highly Qualified Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will meet the requirements of the Elementary and Secondary Education Act. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. 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. During Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. 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. This allows all students to receive the appropriate interventions, if needed, provided by the school through its system of instruction and support, including in-school, after-school, specialized classroom instruction, or positive behavior supports. Aspire's high standards for learning, comprehensive interventions, and rigorous caring provided to all students can be personalized in the PLP. In addition to other supports, the PLP guides the School in providing appropriate general education strategies to ensure the progress of students with unique learning needs, including students eligible for Special Education service, others served by 504 plans as required by law, English Learners, Homeless or Foster Youth, and students achieving substantially above or below grade level expectation.

SUPPORT FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

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

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

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

Assessment	Criteria For Additional Intervention
CCSS Assessment – ELA or Math	Far Below Basic, Below Basic, Basic
DRA	Not at grade level
Parent Recommendation	Any
Teacher Recommendation	Any

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

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

SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

Because Aspire's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School.³ For instance, the instruction during language arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

³ Gifted Education Program Standards, National Association for Gifted Children.

SUPPORT FOR STUDENTS WITH DISABILITIES

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”).

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

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

The 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 School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the 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, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests 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 a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

More details around Aspire's 504 procedures and Enrollment Steps are attached in Appendix VII.

Services for Students under the IDEA

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

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

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

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

Aspire's educational program includes systems of intervention, including After School Program, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional supports for all students, including EL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

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

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

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

LEA Member in EDCOE Charter SELPA

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

As the LEA, the School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective July 1, 2006. Proof of LEA SELPA membership status is attached in Appendix VIII. As such, State and Federal funding shall be allocated directly to the School per the allocation plan of the Charter SELPA. The School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

LEA Assurances

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

- Free Appropriate Public Education (FAPE)-The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been suspended or expelled from school.
- Child Find-The School will assure that all students with disabilities are identified.
- Full Educational Opportunity-The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

- Least Restrictive Environment (LRE)-The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment.
- Individualized Education Program (IEP)-The School will assure that an 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 if requested by the student's parents or teacher, to determine continued eligibility and needs.
- Confidentiality and Procedural Safeguards-The School will assure that the confidentiality of identifiable data shall be protected at collection, storage, disclosure and destruction. In addition, students and their parents shall be provided with safeguards through the identification, evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards-The School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities.
- State Assessments-The School will assure that students with disabilities are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate.

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

A comprehensive year-long Aspire Special Education Professional Development plan shall be developed with site team input to provide continuous learning opportunities and support to special education staff, as well as to build the capacity of the site team in meeting compliance with state and federal statutes, reporting requirements and use of

instructional data for decision-making. In addition to Induction Program for Education Specialist Credential, professional development will be provided about promising practices that support the specialized learning needs of special education students in the least restrictive environment, including: universal design for learning, models of collaboration and the unique specialized learning needs of the secondary learner. Each staff member's Professional Learning Plan (PLP) will reflect our Aspire shared responsibility for student progress and site special education needs, as well as differentiated opportunities to address each staff member's individual professional development needs. Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter SELPA, or Diagnostic Center.

Element B: Measurable Pupil Outcomes

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

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

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

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

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

- *Basic Skills:* Master at least grade level competency in the four core subjects: mathematics, science, social studies, and language arts (including reading, writing, listening and speaking);
- *Thinking Skills:* Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- *Life Skills:* Develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.⁴

Aspire sets high standards for all students, based on CCSS, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). In addition, each student has a Personal Learning Plan (PLP), developed in collaboration with his/her teacher and parent(s) that

⁴ 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.

outlines the student's specific learning goals each semester. Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, Aspire shall demonstrate student mastery of state standards.

Please see specific measurable pupil outcomes below in Element C.

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

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

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

Aspire’s academic program is standards-based and data driven. The 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 School commits to pursuing the following pupil outcomes:

OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES

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

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

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

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

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

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

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

college preparedness		
ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.	All measures listed above.
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 		
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 		
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.
<p>State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students</p>		

(classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

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

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

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

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

THE SCHOOL’S MEASURABLE PUPIL OUTCOMES

These goals should be met or exceeded in 5 years. The year to year growth may vary. By the end of the 2016-17 school year, if the School is not within 5 points of meeting outcomes on:

- 1) Reading Proficiency
- 2) Writing Proficiency
- 3) Math Basic Skills

Aspire will take action up to and including:

- Reconstitution of the teaching staff- any teacher not deemed effective or higher by our evaluation system must reapply for their positions
- Leadership change- all leadership not deemed effective or higher by our evaluation system must reapply their positions, including lead teachers
- School closure

Measurable Pupil Outcomes	Instrument	Annual Target
Trimester Basis: 95% Student Attendance	P1, P2, Annual	95% attendance rate
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment MATH	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage point growth TBD
Annual Basis: Increase Proficiency Levels on SBAC CCSS Assessment ELA	Percent P/A	*Baseline Year 1 Years 2 – 5 percentage point growth TBD
Annual Basis: Increase Number of Students Reading on Grade Level	DRA EOY Cuts: K – 4 1 – 16 2 – 28 3 – 38 4 – 40 5 – 50	14-15 increase by 10 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot	Percent at 3 or 4	14-15 increase by 10 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: Increase numbers of 5 th Graders passing Aspire Math Basic Skills Test with 90% or higher	Percent at 90%	14-15 increase by 10 points 15-16 increase by 10 points 16-17 increase by 10 points 17-18 increase by 5 points 18-19 increase by 5 points
Annual Basis: 90% of families are satisfied: My child is getting a good education at this school	Annual Survey	Maintain 90% or higher
Annual Basis: All students with an IEP receive 100% of their required service minutes	Annual Meeting Data	Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached
Annual Basis: Increase percentage of	Annual RFEP Data	14-15 increase by 5 points 15-16 increase by 5 points

students becoming reclassified English Language Proficient as measured by CELDT		16-17 increase by 5 points 17-18 increase by 5 points 18-19 increase by 5 points
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** These will be clarified once students have taken the assessment for the first time*

COLLECTING, ANALYZING, AND REPORTING DATA

Aspire will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the District:

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire’s education program;
- The Principal and other administrators will receive data on the school’s student achievement, attendance, and discipline using Aspire’s Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child’s teacher to develop, modify, or review their child’s PLP; and
- The District will receive data on student achievement through School reports and/or presentations.

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

Aspire uses many in-house assessments which inform daily instruction. Three Aspire assessments provide the best benchmarks of a student’s progress towards reaching the state standards.

Reading Assessment

In grades K-5, the Developmental Reading Assessment (DRA) is used to benchmark students reading achievement at least three times a year. This assessment tool measures students’ independent reading level and instructional path to help teachers guide students to the next reading level. 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 from 1 to 70 to show incremental reading growth. Aspire has set benchmarks for every grade level. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

Aspire Writing Assessment

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

Aspire Math Assessment

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

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.

Annually, the status of the school will be reported using a School Health Dashboard. This tool allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- Student achievement: Academic Performance Index, course grades, behavior, and internal benchmark scores;
- Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- Financial: actual versus budget and forecast; average daily attendance.

Reporting and Accountability

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

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

External Reporting

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

Element D: Governance Structure of School

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

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

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

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

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

ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

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

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

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

The Aspire Board of Directors currently consists of a maximum of 11 regular members plus one seat for every sponsoring authority. At its option, the District may

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

FAMILY AND COMMUNITY INVOLVEMENT

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

ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

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

- Advocacy – families and community members communicate the school design and outcomes to the public, educators and policy makers and advocate for necessary policies and resources
- Aspire Board of Directors meetings – families and community members are welcome to the Board meeting. In compliance with the Brown Act, Aspire posts the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

ADDRESSING FAMILY CONCERNS AND COMPLAINTS

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

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

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

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

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

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

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

Element E: Employee Qualifications

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

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

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

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. A biography of the School's Principal is attached in Appendix XIV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

Required educational level:

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

Required experience:

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

- Experience in performance assessment

OFFICE MANAGER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

TEACHER QUALIFICATIONS

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

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

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

Additionally, teachers shall meet all applicable highly qualified requirements under the Elementary and Secondary Education Act.

TEACHER HIRING

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

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

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

PROFESSIONAL DEVELOPMENT

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1 week of training and four follow-up trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data. 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, and conduct experience-based group sessions (e.g. New Teacher Support Program), Teachers are

observed a minimum of four times a year by their School Principal or a designee according to the Aspire Instructional Rubric which is based on the Danielson framework.⁵ A copy of Aspire's Evaluation Tool is attached in Appendix XV.

⁵ The *Framework for Teaching*, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The Framework for Teaching is a validated instrument; that is, studies have shown that teachers who receive higher ratings on their evaluation produce greater gains in student test scores.

Element F: Health and Safety Procedures

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

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

In order to provide safety for all students and staff, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. Aspire's Health and Safety Plan is attached in Appendix XVI.

PROCEDURES FOR BACKGROUND CHECKS

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

ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS

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

TUBERCULOSIS TESTING

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

IMMUNIZATIONS

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

MEDICATION IN SCHOOL

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

VISION, HEARING, AND SCOLIOSIS

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

EMERGENCY PREPAREDNESS

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

BLOOD BORNE PATHOGENS

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

DRUG FREE/ALCOHOL FREE/SMOKE FREE ENVIRONMENT

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

ASBESTOS

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

FACILITY SAFETY

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

COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

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

Element G: Means to Achieve Racial/Ethnic Balance

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

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

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

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

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

Element H: Admission Requirements

Admission requirements, if applicable.

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

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

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

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

The Aspire application process is comprised of the following:

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

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Enrollment preferences in the case of a public random drawing shall be as follows:

- All Students currently enrolled in the School
- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the School
- Children residing within the District
- All other students who reside in the state of California

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

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

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

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

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

December – January

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

January - March

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

March - May

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

Element I: Financial Audit

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

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

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

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344. The independent financial audit of the School is a public record to be provided to the public upon request.

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

To the extent that Aspire is a recipient of federal funds, including federal Title I, Part A funds, Aspire has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Aspire agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No

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

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

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

Element J: Pupil Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled.

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

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

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

Element K: Employee Retirement System

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

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

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

Element L: Pupil School Attendance Alternatives

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

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

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

Element M: Description of Employee Rights

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

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

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

Element N: Dispute Resolution Procedures

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

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

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

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

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

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

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

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

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

Element O: Exclusive Public School Employer Declaration

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

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

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

Element P: Process for Charter School Closure

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

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

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

DOCUMENTATION OF CLOSURE ACTION

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

NOTIFICATION TO THE CALIFORNIA DEPARTMENT OF EDUCATION

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

- a. School name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and
- d. Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

NOTIFICATION TO PARENTS AND STUDENTS

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

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

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

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

NOTIFICATION TO RECEIVING DISTRICTS

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

STUDENT AND SCHOOL RECORDS RETENTION AND TRANSFER

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

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

FINANCIAL CLOSE-OUT

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

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

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

DISSOLUTION OF ASSETS

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

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

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

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

Charter-Related Issues

Term of Charter Petition

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

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

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

Interpreting the Charter

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

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

Renewing the Charter

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

Revoking the Charter

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

District Impact Statement

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

- California Education Code Section 47605(g)

Agreement Terms

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

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

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

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

Appendix I:
Performance Report

In reviewing your performance report, the Office of Charter Schools is seeking an honest and reflective self-appraisal of strengths and weaknesses of the school's charter, with credible and compelling plans for building on success, maintaining momentum, and making necessary changes for improvement of the school.

- Where appropriate, please be evaluative and make your focus outcomes for students. When descriptive responses are requested, please provide comprehensive, yet concise responses.
- Please place an "X" against the grade (5-1) which most accurately reflects **your judgment** of overall quality in response to the questions.
- Please note that your ratings given here are intended to provide guidance for the inquiry that will occur during the renewal process, primarily at the time of the Renewal Site Inspection.
- If there are sections where you feel you are not in a position to respond, please consider eliciting responses from more appropriate parties (i.e. governing board president).
- You may find it helpful to refer to the renewal criteria and their respective characteristics outlined in the Renewal Handbook.

This report is to be submitted to the Board of Education in conjunction with the submission of the charter petition requesting charter renewal. Please submit a draft to the Office of Charter Schools in advance of your renewal inspection, consistent with the guidelines outlined in your Renewal Handbook.

1 What is distinctive about your school?

As a school that is a part of the Aspire network, we have a **college for certain** philosophy.

Our Vision at Aspire:

Every student is prepared to earn a college degree.

Our Mission:

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

We have a longer school day and year, and we are focused on using data to drive our instruction. Each week, our grade-level teams meet to talk about the results of their cycles of inquiry, and give each other ideas on how to improve instruction.

Millsmont is very proud to be part of the Aspire network, but we are also proud to bring our own unique dynamic to Aspire.

Millsmont's Vision:

Millsmont Academy strives to cultivate caring and supportive relationships among students and adults that foster academic excellence, college-readiness, and life-long learning. We honor the community, culture, and background of our students and families.

We are one of the most diverse of Aspire's schools, serving 38% Latino students and 57% African-

American students. We have a strong focus on improving our school culture using CARES (Cooperation, Assertiveness, Respect, Empathy, and Self-Control), Morning Meeting four times a week, and a positive incentive behavior system.

Additionally, we strongly emphasize the benefits of a growth mindset, and we use Morning Meetings to teach this philosophy. Twice a week, teachers teach from scripted lessons tailored to their grade levels (K-2 or 3-5) that discuss growth mindset and using hard work to “get smarter.” Students use this language daily, and we celebrate scholars who have exhibited a growth mindset in monthly Town Hall celebrations. Teachers also send scholars who have demonstrated significant academic effort and improvement to the principal’s office to put their work on the “Work Hard Wall” and have their picture taken for the weekly newsletter.

Instructionally our school is innovating with blended learning. By using blended learning the staff is able to refine practices and they are eager to create new ways to differentiate instruction for all students. We have learned that running blended learning classroom rotations allows teachers who are strong classroom managers to pull additional small groups for more targeted small group instruction. The model for Millsmont creates effective instructional supports for additional small group instruction opportunities while students receive intensive individualized learning on adaptive software on the computers. This model could serve as an effective option for schools considering blended learning, but concerned that the staff is pedagogically developing.

We have an open-door policy with families and find many ways to include them into the school community. We start off the school year with a Saturday Family BBQ in the park. We hold our Town Hall celebrations right after our Morning Cheer on alternating Fridays so that families are able to attend. Additionally, we have several evening events that celebrate our diverse cultures.

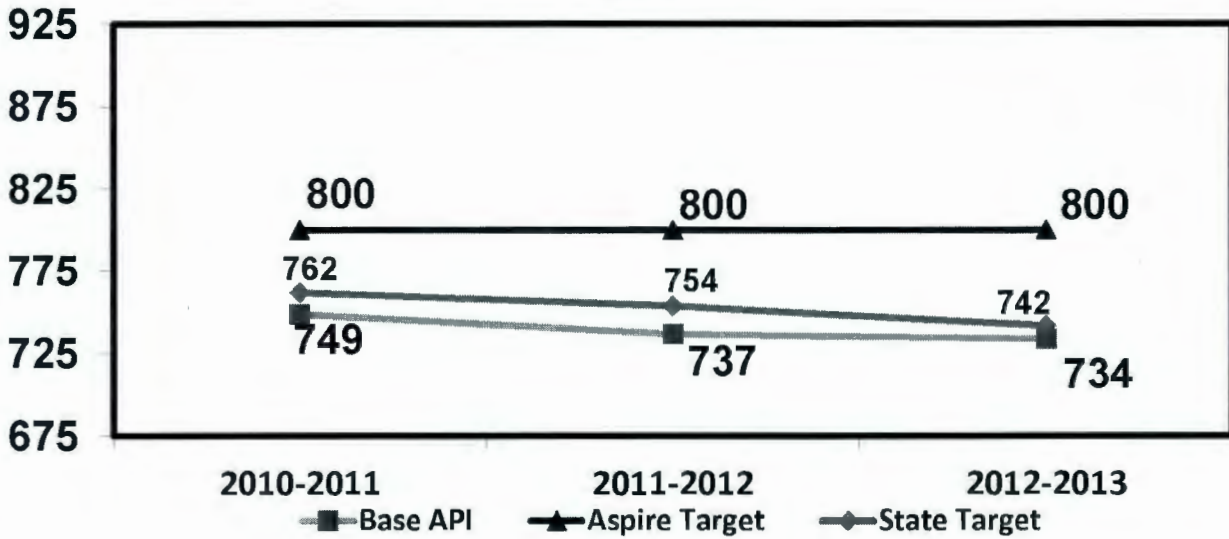
2 How effective is your school overall?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

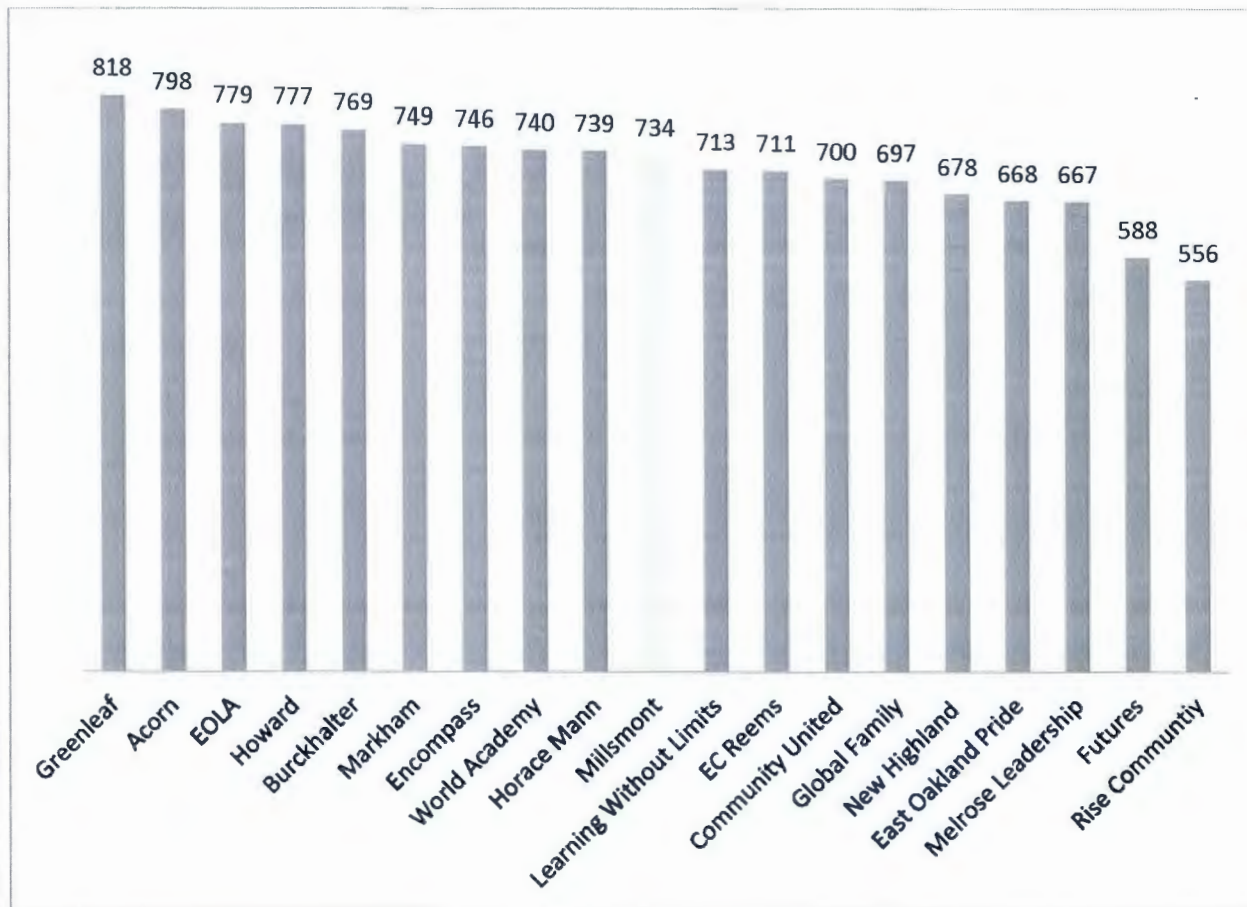
How do you know?

In recent years, our school has not met our expectations in terms of student achievement. In the past three years, Millsmont's API has declined. However, when comparing year over year, our math proficiency rates, when looking at all students has increased.

Longitudinal API Growth



When we compare our school's current API with schools around us, we find that we are in the middle of the pack. Although not where we want to be, we are encouraged that we are providing some choice to families in the area.



What are its notable strengths?

The notable strengths are our commitment to improve our school climate and achievement. In order to increase our achievement, we have focused on making sure students are focused on instruction and not distracted by conflicts and disagreements. We have done a great deal of work around developing students' capacity to resolve conflicts in a meaningful and productive way. Additionally, as a staff, we have read articles and discussed what students need in order to have trusting relationships with the adults in the school. We work to apply these readings to our work as a staff and directly with students, so students feel that they're in a safe learning place. During the past year and our current school year, we have used the following systems to promote positive behavior:

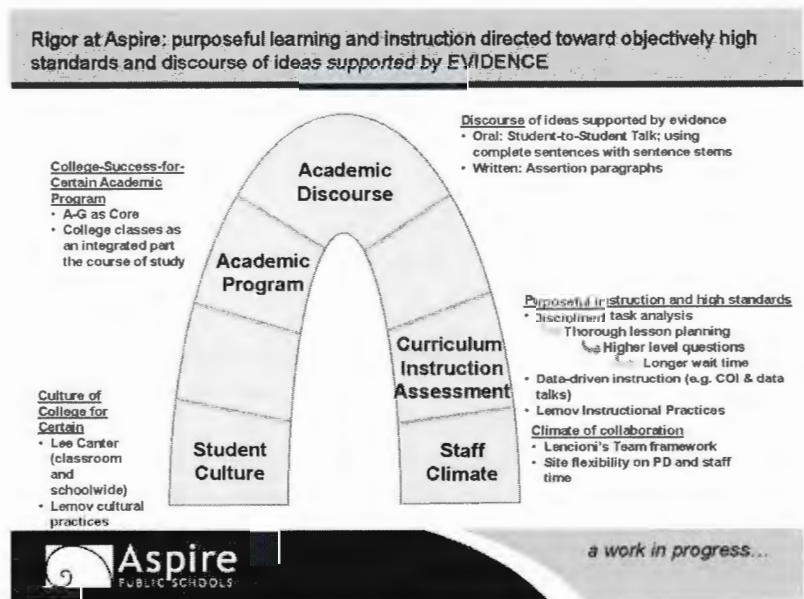
CARES

- Our teachers recognize students who are demonstrating CARES traits by giving them a CARES card.
- Students have also recognized each other with CARES cards.
- We collect CARES cards and hold raffles each week for jobs, such as Hand Sanitizer Boss and Equipment Managers at recess.
- Once we can fill a poster up with CARES cards, students earn a Spirit Day of their choice. Spirit Days from last year included Twin Day, Pajama Day, Sports Day, and Superhero Day.
- Once a month, teachers select one student from each classroom who has demonstrated the CARES trait for the month and honor them during our Town Hall celebration. We also invite families to join us during this time.

Morning Meeting

- Using Responsive Classroom techniques, teachers are expected to hold Morning Meeting four times a week to promote a positive classroom culture.
- The school year is broken into units school-wide so that all adults and students are using the same language.
- For each unit, there are mandatory lessons every teacher must follow. This breaks down to two lessons per week that are the teachers' choice based on their observation of their classroom, and two lessons per week that the Dean creates. Units include the following:
 - o What CARES looks like in each area of the school
 - o I-statements and conflict resolution
 - o Active listening
 - o Growth mindset
 - o Anti-bullying lessons

Our commitment to improvement begins with our ultimate vision. For the past year, the school has worked on what needs to improve in order to provide a school that provides caring rigor and rigorous caring. Our "Rigor Arch" has been the basis for our work. In this graphic below, we know the ultimate skills student need is to be able to think critically and use evidence to defend their position. This is the capstone of our work.



But we cannot get there unless the bases for the work, student climate and staff culture is strong. In the last five years, the school has experienced leadership turnover during the last five years. Ms. Chacón is the 4th principal in 4 years and the 7th since the opening of the school. She along with her staff have accurately diagnosed the need to improve by first focusing on student culture. Tremendous strides were made as measured by...(decrease in suspensions?) With this work completed, we are now shifting our energy to increasing achievement.

What are the main priorities for improvement?

The main priority for improvement is to continue our work on developing a safe and positive school climate while at the same time increasing achievement. We have made tremendous gains in this area

over the past year, but there is still work to be done. This will be done through the consistent implementation of the systems already created: CARES, Morning Meeting and deep relationships with students.

Additionally, Millsmont Academy is focused on improving our daily instruction. This year, the principal is working with teachers to build their capacity in tying learning objectives to clear checks for understanding for each lesson. This is done through a review of daily lesson plans by the principal. Additionally, two days of coaching is provided by an Aspire coach to provide support on instruction.

Another priority for improvement is reading achievement. As a school, we have made ELA the academic focus for this year. Our Cycles of Inquiry, principal observations and Friday professional developments all focus on reading instruction. We are innovating through our Blended Learning Lab. We believe this pilot will allow additional small group time with teachers, as well as differentiated and more effective work using computer software.

3 How well is the school regarded by its students and parents?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

At the end of the year, we administered a family survey. In the survey families said:

- ❖ Communication from home to school is clear: **84% agreed**
- ❖ Teachers and administrators treat students with respect: **90% agreed**
- ❖ Adults at the school are eager to help students and parents: **84% agreed**
- ❖ The school has clear goals which are well-known to all parents: **93% agreed**

What do (a) students and (b) parents most like about the school?

If you asked our students what they like most about our school, it would be the positive behavior incentive system. They enjoy the CARES raffles, Town Hall celebrations, and in-class recognition of their hard work. Parents appreciate that the adults in the school truly care for their children, as well as the frequent communication from the school. They appreciate the teachers' hard work and also enjoy that we are a small school that's focused on college readiness. Our cultural events bring a great deal of family participation such as our African American History Festival in February.

What do they feel needs improvement, and what action is being taken?

Parents have often mentioned they would like more extracurricular activities and more emphasis on the arts. We have a part-time art teacher who sees each classroom twice a week. Also, our After School Program has partnered with Oakland City Parks to bring sports like yoga, basketball, double-dutch, and baseball to our students on Fridays. We have 2 Americorps supporting teachers who work with our 4/5 students and our most struggling students in small groups throughout the day. This allows our teachers with the 4/5 split to work in small groups in math. Our volunteers have been trained to administer some of our 1:1 assessments such as DIBELS so that teachers get frequent feedback on their kids without having to sacrifice teaching time to conduct the assessment. Additionally, these volunteers work with our After School program which is run by Karen Ringewald.

We applied for and have been granted a counselor through a program run by Alameda County which will provide a full time counselor at our site beginning sometime this winter. Once up and running, this program will yearly give us full time services on our school calendar going forward free of charge.

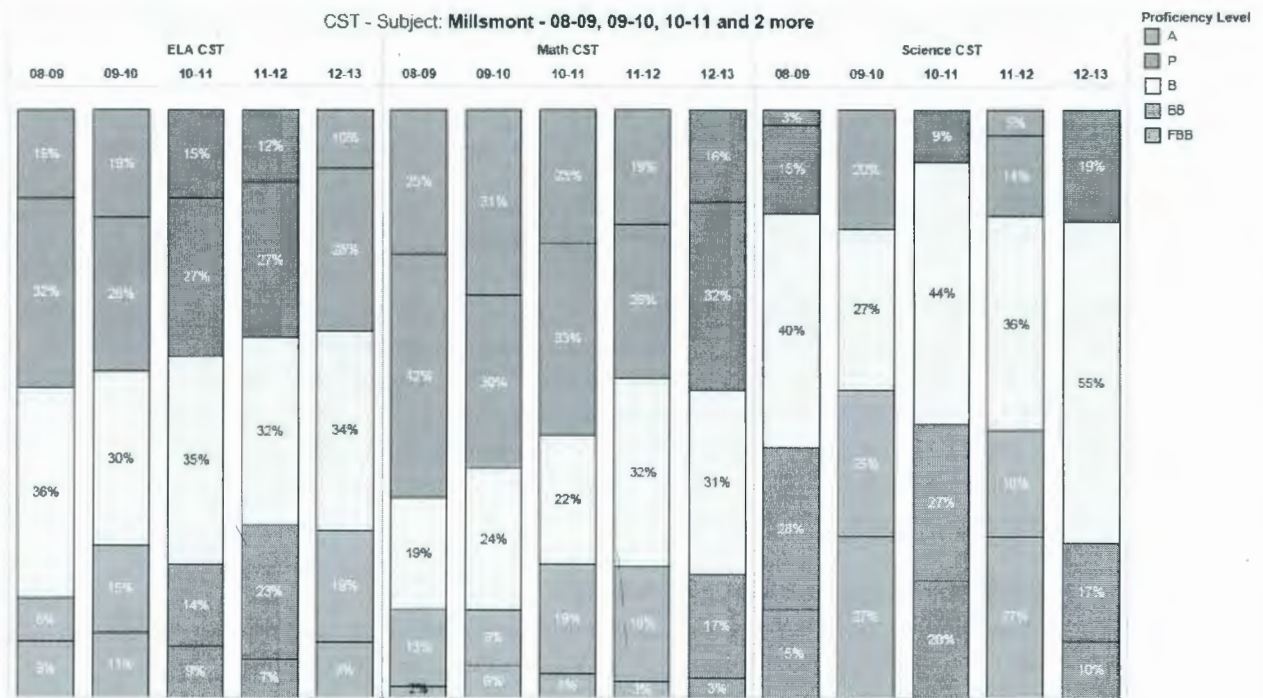
Additionally, families would like to have more community involvement. Our family group (ASC) has just partnered with GO Public Schools to increase parent involvement and knowledge about education issues in Oakland. The GO employee with whom we are partnered happens to be the parent of three students at Aspire: Wilson Prep, therefore making her the perfect recruiter. She is beginning work with our families to take ownership of our ASC and to help recruit families to become more involved.

4 How well do students achieve?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Our CST data has shown that our students have struggled to meet state expectations. Our API score has declined for three years in a row.



In which subjects and grades do students do best, and why?

As a school, our students made gains in math. Last year, we focused several of our data talks on math. We also had groups of mixed grade-level teachers who met every other Friday during PD to review their data.

Summary of Achievement Strengths

ELA (English Fluency, Reading Fluency, and Standards Mastery)

- Millsmont exceeded the state's targets for its EL's becoming English Proficient.
- Overall Millsmont slightly decreased the proportion of students scoring Significantly Below grade level on the DRA. A greater proportion of Millsmont's Kinders, 2nd, 4th, and 5th graders were reading at or above grade level at EOY compared to fall.
- Katherine Barber, Alicia Arenas, Julia Bonin, Erica Breuer, and Lorin King all accelerated more than 25% of their students up reading proficiency levels on the DRA.
- Sixty-nine percent of Millsmont's 4th graders scored a 6 or above, the rough equivalent of Proficient/Advanced, on the ELA Writing Applications assessment.
- Millsmont accelerated its matched CUUFBB students and accelerated 5 students out of CUUFBB status in 12-13.

Math and Science (Standards Mastery and MBSA Growth)

- Overall Millsmont's 12-13 students had a greater mastery of the math standards than their peers in 11-12. The schools also had more matched students accelerate than drop proficiency levels in math in 12-13.
- In math, Millsmont accelerated its matched CUUFBB students and accelerated 4 students out of CUUFBB status in Math.
- The proportion of Millsmont's 5th graders passing the Math Basic Skills Assessment increased 22 points to 51% easily surpassing Aspire's MBSA target.
- Millsmont's 12-13 5th graders had a greater mastery of the science standards than their peers in 11-12.

In which subjects and grades is improvement needed, and what action is being taken?

Summary of Achievement Challenges

API and AYP

- Millsmont's API dropped in 12-13 and the school will not make AYP on the ELA or Math CSTs (it will be in PI Year 3 in ELA and PI Year 2 in Math).

ELA (English Fluency, Reading Fluency, and Standards Mastery)

- Millsmont fell short of the state's targets moving its ELs up CELDT proficiency levels in 12-13.
- Overall and in grades 1 and 3 the school had a lower proportion of students reading at or above grade level at the end versus the beginning of the year. Millsmont was particularly challenged in accelerating its Significantly Below and Below grade level students and keeping its At and Above reading level students from dropping.
- Millsmont's ELA standards mastery went down/stayed about the same as last year and the school had more matched students drop than accelerate proficiency levels on the ELA CST (38% drop versus 21% accel).
- Millsmont accelerated a lower proportion of Basic level students than the Aspire average and ended the year with a net increase in the number of students at the Basic level (due to drops from the P/A levels).
- The proportion of Millsmont's students writing at or above grade level dropped between 11-12 and 12-13. Less than 20% of Millsmont's students overall were writing at or above grade level. This proportion dropped to 10% or 11% in grades 2, 3, and 5. At least 1/3 of Millsmont's kinder, 2nd, and 3rd, graders were writing Significantly below grade level.

Math (Standards Mastery and MBSA Growth)

- Millsmont had a slight increase in the proportion of its CBEDS enrolled students at the FBB level in math in 12-13.

School-wide, we need to focus on ELA. Our students' reading achievement decreased in the past year. Additionally, our first and third graders in particular struggled to make growth in reading and writing. This year, the principal is working with the returning first grade teacher to review reading data bi-monthly. The third grade teachers are new this year, but both have demonstrated significant reading achievement with their former classes.

We will also use the Blended Learning lab to increase our students' reading achievement. For an hour each day, Monday through Thursday, our 3rd-5th graders work on a reading program on the computer. This program is at their level and is monitored by the Blended Learning Interventionist, who uses the data to meet with teachers and set goals for individual students. The other benefit of the lab is that it frees up the classroom teacher to work with more small groups with fewer distractions, so they can meet with every group at a minimum of four times a week.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

The group that tends to perform lower than any other group is our Special Ed population. Though several of these students made marked improvement in reading and math, they performed dramatically lower on the Writing Snapshot, an Aspire-wide assessment given once a year. The students are required to respond to a prompt in writing, and they are scored on a rubric. This subgroup struggled more than our other students. We are focusing on writing with all our scholars, and we are having them respond to prompts similar to the ones from the Writing Snapshot more often. Our Special Education Team is working on writing in addition as this is an organization wide focus. Our Ed Specialist is being coached on writing instruction and on how to support our students with specialized needs in this area.

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

At Millsmont, each teacher also receives coaching and feedback from the Principal during weekly observation and feedback cycles that include a 15 minute observation, and one twenty minute debrief, in which rubric-aligned action plans are developed. Additionally, new teachers are observed by an instructional coach once a week and by their lead teacher twice a month. The principal, lead team members, and coaches also provide lesson plan feedback, instructional planning support, classroom management support, and model lessons.

Instruction in each of the content areas is provided using the following instructional cycle:

- Do Now- Activity or assessment that each student does upon entering the room.
- Mini Lesson- Short 10 -20 minute lesson where the teacher imparts new information to students
- Guided Practice- Teacher practices with the students the new skill or concept being taught and gradually releases students to:
- Independent Practice- Student practices the new skill or concept on his/her own with less teacher support.
- Assessment- Teacher has mechanism in place to check for student understanding in the form of an Exit Ticket, etc.

Additionally, teachers are given and coached on Aspire’s Instructional Guidelines. The following represents a snapshot of our pedagogical practices all teachers are expected to use as they progress their practice.

ELA	Math
Reading Workshop <ul style="list-style-type: none"> • Reading mini-lessons • Independent Reading • Word Work and Academic Vocabulary Building • Read Aloud • Response to Literature and Text 	Daily Review <ul style="list-style-type: none"> • Do Now • Flashbacks • Mental Math
Writing Workshop <ul style="list-style-type: none"> • Writing Mini-lessons • Independent Writing • Interactive Writings • Grammar • Writing Conferences • Six Traits of Writing 	Daily Mini Lesson Cooperative Group Learning 3-5 times per week Data Driven Instruction Problem Solving Projects and Problem of the Week Homework Daily
Small Group Instruction	Academic Language Support: <ul style="list-style-type: none"> • Math Dictionary

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Standards based mini-lessons • Guided Reading • Guided Writing <p>Academic Discourse</p> <ul style="list-style-type: none"> • Shared Inquiry • Reciprocal Teaching • Study Groups • Class discussion | <ul style="list-style-type: none"> • Standards Tool Kit • Conceptually rich Word Wall • Student Led Solution • Advanced Problem Solving • Number talks |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Our students also have the opportunity to take classes in Physical Education twice per week. Our teacher has been with us for more than three years and he helps embed what classroom teachers are doing with CARES into his work sportsmanship and cooperative play. He also is the only male teacher that we have, and he serves as a positive model for many of our kids during both PE and recess.

In addition, our students have art twice per week and the teacher is working towards including in-class experiences into her work with our students. She infuses the work we are doing culturally into what she does with our students so that art is a part of the celebration we have with our school. An example of this is the work she has been doing on our Latino Heritage Celebration.

Which are the strongest features of teaching and learning, and why?

The strongest feature of teaching and learning is whole-class instruction. Teachers of the same grade have a common prep time to plan together and revise their plans after administering assessments. Teachers in 4th and 5th grades also have worked on teaching whole-class novels, which has dramatically increased student engagement. Additionally, this year, we are piloting the Number Strings program, which encourages students to discuss how they arrived at an answer to a set of problems.

What aspects of teaching and learning most need improvement, and what action is being taken?

Although we increased the number of students reading on grade level over the course of last year, only 25% of our students are reading at grade level. The number of students reading significantly below grade level decreased last year by 10 points. We attribute this movement to an increased focus on guided reading during PD and using *The Next Steps in Guided Reading* to plan lessons. Because of the deficit in reading gains, we applied for a blended learning grant to help our 4th and 5th grade teachers in particular. Students in these grades are further behind and also have a larger class size (30 students in 4th/5th versus 23 in K-3). Our blended learning model has half of the students in one class leave the room to go to a lab to work on reading and math remediation/acceleration for an hour while the classroom teacher stays and works with the remaining 15 in small groups. Each student in grades 3-5 has an hour a day, four days a week, where they are receiving targeted, small group instruction with their teacher, and an hour a day of reading and math in the lab working on lessons at their level.

Secondly, we are putting plans in place to strengthen our writing instruction, particularly our expository writing. This is an area of weakness, and therefore a focus, across our organization. This year writing success is a part of Aspire's College Readiness Strategy. We administer an expository writing snapshot to assess our overall school's performance and we found that our students were performing significantly below grade-level. We are asking students to do more expository writing with more frequency and we are giving time to scoring so that a) teachers have data that is relevant to drive their instruction, and that b) students receive more frequent and timely feedback on their writing.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

92% of our staff report that in the last six months someone has talked to him/her about their progress. 85% of our staff report that there is someone at Aspire who support his/her professional growth and development.

Which are the strongest features of professional development, and why?

All new teachers to Aspire are given an instructional coach who supports them with their entry and first year at the organization. Additionally, teachers new to the profession are given a coach to support their Induction work.

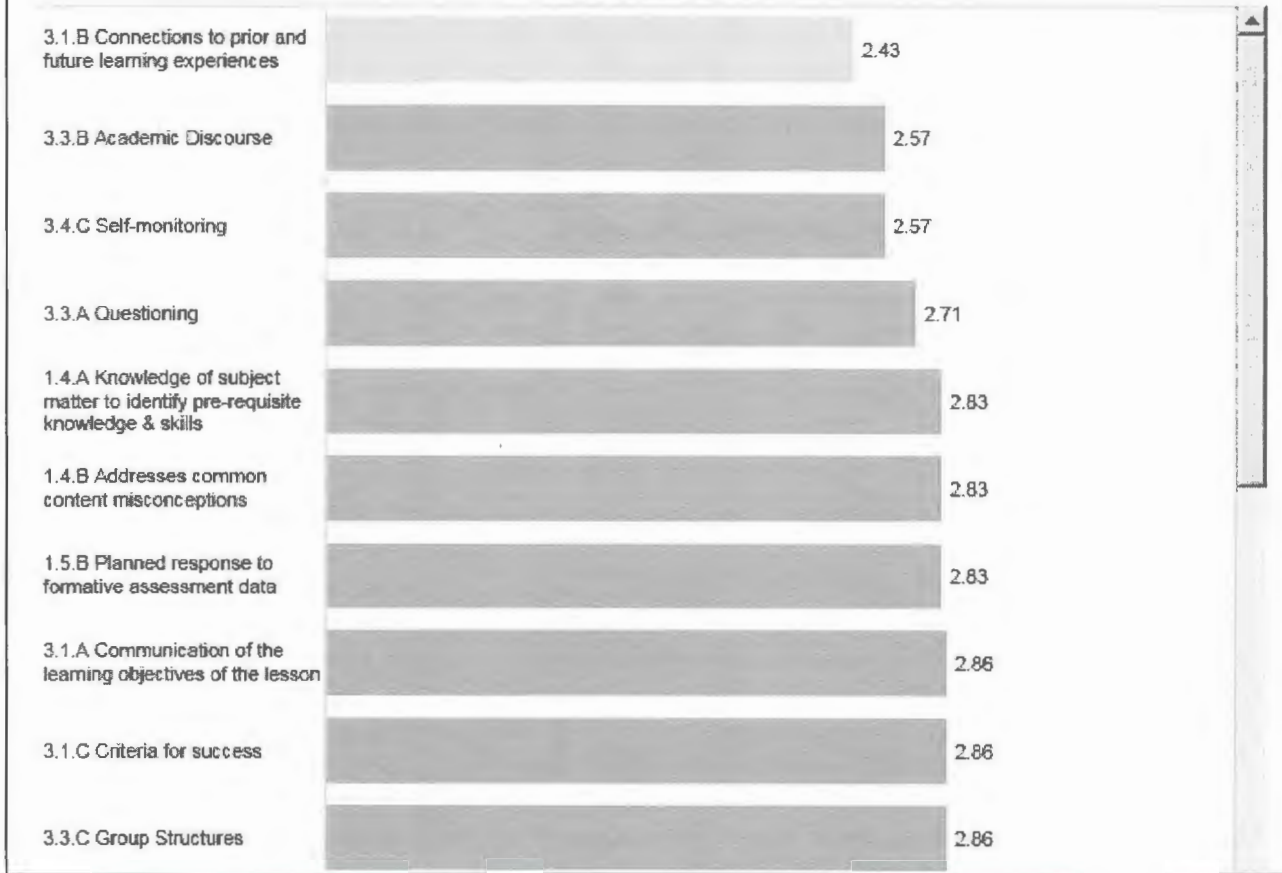
There are opportunities that are planned for all teachers or for groups of teachers across the organization which include:

- Leadership retreats: Twice a year, the leadership teams from each of our schools meet to discuss a variety of topics.
- Cross-collaboration: teachers meet from across the region twice per year. In the fall, teachers meet to discuss and learn more about instructional practices and guidelines, to learn from veteran teachers and instructional coaches, and to share best practices. This year, a great deal of the work focused upon our efforts with Common Core Standards implementation. Teachers from across the region meet after Winter Break when all of the mid-year data has been crunched. Teachers and principals meet for an entire afternoon to share best practices on commonly assessed standards. At both these development days, there is also development provided by our directors for principals, deans of instruction, deans of students, after school directors, social emotional counselors, office managers, and interventionists.
- New Teacher Training: Every teacher who is new to the organization participates in seven days of training tailored to just them. Five of these days occur in the summer before school starts and three more follow-up days occur in the fall.
- Aspire Instructional Rubric (AIR): All Aspire teachers are evaluated and trained on the same instructional rubric which assesses lesson planning, classroom management, instructional delivery, family relationships, and contribution to a positive staff climate.
- School Retreat: Millsmont has an overnight school-wide retreat at the start of the year with all staff members. Every year, the focus is culture building so we begin the school year with the same expectations and a common understanding of our school's mission. This year, we focused on Margaret Wheatley's "Below the Green Line" equity work as well as staff response to student misbehavior and promoting a positive staff culture.
- Friday afternoon: Each school at Aspire has a half-day on Fridays for teacher professional development. These topics include: SPED, AIR indicators, *The Next Steps in Guided Reading*, Number Strings, Response to Behavior, Equity, and Data Analysis.

Millsmont use data from teacher observations to inform professional development for individual teachers, grade level teams and the whole school. Each teacher receives one formal observation which looks for all of the indicators of effective instruction. She/he also receives a minimum of three "mini" observations which may only look at one or two indicators. The teachers is scored on a 1-4 scale. The scores below show the 12-13 observations scores by indicators for Millsmont's teachers.

The following are the AIR scores for our teachers from the 12-13 school year:

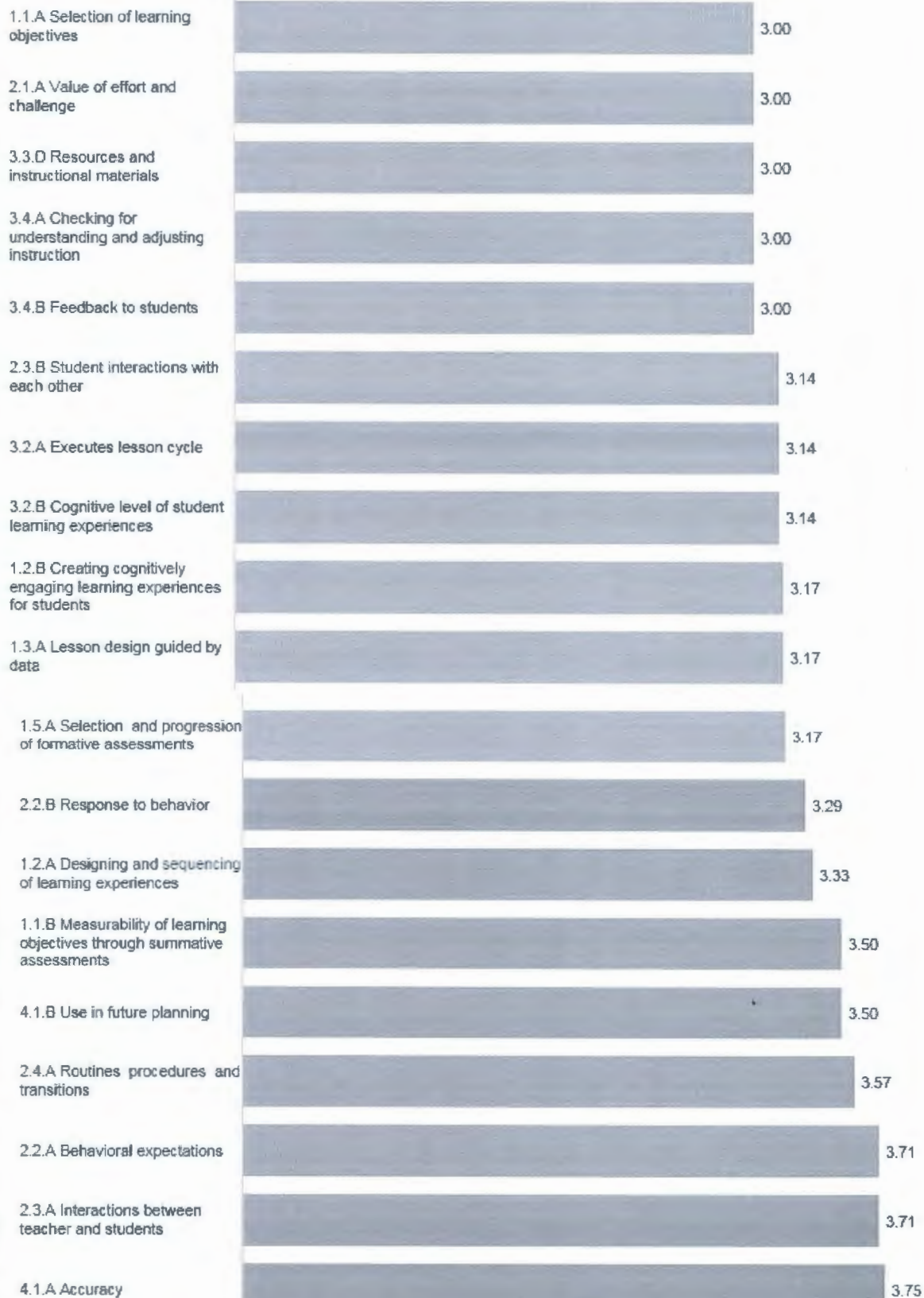
Average Rating by Indicator - School Year: 2011-2012
Includes All Observations



Average Rating by Indicator - School Year:

2011-2012

Includes All Observations



How are professional development activities selected and evaluated?

Heather Kirkpatrick, Chief People Officer, Area Superintendents and the Education Team determine the professional development opportunities and topics for the organization. After each PD, all participants are surveyed and that feedback is used in planning subsequent trainings.

Professional development activities at Millsmont are selected using student data and the TCRP Rubric. When there is an area where students are struggling, for example, in reading comprehension, then we will focus on that area for our PD. Additionally, the principal uses data from the TCRP Rubric and observations to create focus areas for teachers. By looking at the above data, the principal plans whole group and individual coaching for teachers. Also, in considering the Principal Rubric, the principal realized that a great deal of her coaching has been on AIR and less so on the Aspire Guidelines. Therefore, a major point of focus this year is to coach using both tactics.

What aspects of teaching and learning most need improvement, and what action is being taken?

As a school, we are working on developing our students' reading and writing skills. We are focused on getting students to be on grade level or make at least 1.5 years of growth in reading. We have noticed that guided reading instruction has not been as rigorous or frequent as necessary, especially in the upper grades (4th/5th). To help with this, we applied for a Blended Learning grant through the Rogers Foundation. The grant gave us the funds for a computer lab. Since our 4th and 5th grade classes have 30 students, we were finding that teachers were having a hard time getting to all their guided reading groups in a meaningful way without the distractions of 25 other students. In our model, half of one class (15 students) and half of another class (15 students) go to the lab for an hour. During this hour, students are working on ELA and math at their level. Additionally, the teacher only has 15 students in their room, so they can get to all their groups with fewer distractions. Each student in grades 3-5 goes to the lab for an hour Monday-Thursday, so that means teachers have 2 hours with half their class to provide targeted guided reading instruction.

Teachers are also struggling creating clear, measurable learning objectives and checking for understanding every day. This is another school-wide focus. All our PD is targeted in either reading instruction or creating stronger objectives/checks for understanding, and data-driven instruction.

7 How effective is the assessment of student learning?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Millsmont, with the support of Aspire and our coaching community, has an assessment and monitoring system to determine the student’s progress and the expected school wide learning results. Aspire Public Schools has numerous monitoring systems to help educators keep track of student progress, including a central data portal that stores and aggregates scores on interim and benchmark assessments. Every student takes an interim or benchmark assessment in each of their core classes, 3 times per year, where each question aligns to a California State Standard. Additionally students take the DRA and Writing snapshot assessments in ELA classes as a baseline assessment to inform the teacher’s instruction. All of this is heavily shared with families and the community during Student Led Conferences.

What are the strongest features of assessment?

Millsmont Academy uses a variety of assessments to measure student achievement and drive the development of the academic program. Each day Millsmont teachers administer “Do Now’s” and “Exit Tickets.” These quick, informal assessments allow teachers to gauge student learning of new and spiraled material.

Formal classroom based assessments are administered at least every two weeks. Across curriculum areas, teachers administer multiple choice standards based Edusoft (CST-type) exams, short answer or fill-in the blank exams, as well as assign projects and presentations.

Formal Aspire assessments are administered according to the assessment calendar created in May of the previous school year, and at least three times per year. These exams are curriculum and grade-based benchmarks/interims and prepare the students for CSTs and gauge student knowledge of the standards in the spring.

WRITING SNAPSHOTS: 3 times per year, we administer an on demand writing assessment. All the teachers score the pieces twice to ensure consistent grading. We use the data collected from this process to guide future writing lessons and units.

BENCHMARKS: Through the analysis of benchmark and interim assessments Millsmont teachers revise instructional plans based on specific areas requiring attention, as seen through the data results. The results from interims help teachers group students to for re-teaching.

CYCLES OF INQUIRY: Instructors use the Cycle of Inquiry model (COI) a means to analyze teaching practice with the goal of implementing highly effective teaching practices school wide. All teachers gather data through classroom observations based on pre-determined foci. Teachers analyze data in data team meetings every Thursday and create growth goals to guide action plans.

What aspects need improvement, and what action is being taken?

Writing Snapshots: We are working to assess our students’ writing more frequently and in smaller pieces. After scoring the writing snapshots, teachers need to use the data immediately to inform their instruction. We are looping back to writing every other week during PD to make sure this is happening.

Cycles of Inquiry: The principal noticed that these are happening at different proficiency levels for each

grade-level team. Because of this, the leadership team has developed a system to regularly model a cycle of inquiry for the entire staff, answer questions, and have teams stay in the same room to do a cycle of inquiry so that the principal and dean can sit-in with teams and give immediate feedback on how to make these more meaningful.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

Millsmont Academy does not discriminate in its admissions practices and policies on the basis of race, ethnicity, national origin, primary language, gender, sexual orientation, or disability. Admission to the school is open to any resident of the State of California.

In order to strive towards a racial and ethnic balance at the school reflective of the district, Millsmont Academy has implemented a strategy for recruitment that includes, but is not limited to:

- An open enrollment process that matches that is public and widely publicized,
- Providing Spanish translation of oral presentation and materials,
- Distribution of promotional and informational materials in a both English and Spanish
- Outreach meetings in local churches and at Head Starts and day cares to reach prospective students and families,
- Encouraging classroom visits and school visits by interested families,
- Leveraging our families to help recruit, and
- Outreach to and networking with community-based organizations and agencies that serve the various racial, ethnic, and interest groups of Oakland

What are the strongest aspects of efforts to a diverse student population?

In 2012-13 we served:

<i>Special Populations</i>	2012-2013
Percentage of students receiving <i>free/reduced lunch</i>	85%
Percentage of ELL students	27%
Percentage of students with IEPs	7%
Percentage of students with 504 plans	1%

Although the above demographics allow us to fulfill our mission of serving students in low-income neighborhoods, the school has struggled to get to full capacity. We currently have a combination class of 4th and 5th graders because we don't have space for two separate classes.

What aspects need improvement, and what action is being taken?

We continue to work on our recruiting efforts across the board. Our hope is that with Blended Learning and focus on student achievement this year and ongoing, we will be able to fill any open spots in a more proactive way.

9 How effective is the leadership and management of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

In the 9 years the school has been open, it has had more than 5 leaders. This kind of leadership transition is difficult for the community at large as maintaining consistency can be challenging in such situations. The current principal is now in her second year and has already made some changes in the structure of the leadership team in addition to bringing on a dean; a position that had not been present at the school until 2012-13. We have adopted a new Aspire Principal Rubric which will provide evidence this year about the effectiveness of leadership.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

Walk-Throughs:

Ms. Chacón, along with instructional coaches, has coordinated efforts to walk through each class and to begin to provide feedback to teachers since the start of school. Using last year as an illustration, on average each teacher received 1 formal observation, 3 mini observations using the AIR, and 12 other observations without formal press. Formals and mini observations are followed up with a face to face conversation as are most of the informal visits.

Instructional Coaching:

Aspire provides instructional coaches that work with Induction and new teachers. They meet with the Principal weekly to ensure the teachers are getting the support they need. Because these coaches work in all of our elementary schools, part of their role is to spread best practices from more experienced teachers to newer teachers. Our instructional coaches are cross pollinators of best practice. Please refer to number 5 in addition.

Planning:

The instructional leadership team and the principal have been working on increasing the quality of planning at the school. This takes place at leadership meetings, team meetings, Friday PD's and in 1:1's. Ms. Chacón gives feedback on plans as needed and always in cases of corrective action around plan execution. Topics for PD have included questioning, building in times for think time and checking for understanding, to name a few.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Principals, with the help of instructional coaches and the area superintendent, are responsible for ensuring that the Aspire Guidelines are being implemented. This comes with Walk-Throughs, feedback to lesson planning, observation, and work with the site leadership team. The principal also monitors teams' use of the cycle of inquiry, and works with teachers, ideally at least once per month, to address

both student and practice progress. If a teacher is not implementing the Guidelines or if they are not making best efforts to do so, depending upon where they are in their career, a support plan is put into place. The principal is responsible for oversight of the plan and coaches or on-site deans may help with the support of it. The goal of a plan such as this is that the teacher moves to implementing the curriculum and to improved instruction. At that point, the teacher is taken off of the support plan. If the teacher does not make the required improvements, the principal may put corrective action in place which can lead up to and include termination.

Which aspects of leading and managing the academic performance of the school work best, and why?

Last year, the principal met with each teacher bi-monthly in a 1:1 to talk about practice. Last year the principal used the AIR to inform instruction and talk through practice with individual teachers. The principal and the Area Superintendent conduct walk-through observation as well so that we reach alignment with the expectations that Aspire holds for instruction. In addition, the Instructional Leadership team holds weekly conversations about instructional practice in effort to ensure aligned messaging to teachers.

In what ways do the leadership and management of the academic performance need improvement, and what action is being taken?

Aspire Public Schools continues to work through the evaluation system that has been made possible through our TCRP (The College Ready Promise) grant. The principal has been trained to evaluate teachers on a detailed rubric which includes planning, lesson implementation, class culture, assessment, post-lesson reflection, and achievement data when appropriate.

Leadership at the organization studies achievement at our schools. Our Director of Data and Assessment aids greatly in analysis. At various points throughout the year, he helps with action planning and in making sure that the school's leadership is aware of gaps in performance. Additionally, the superintendent and principal work together to focus on achievement. Because the achievement at Millsmont Academy has not grown over the past three years in terms of API, coupled with other indicators, Aspire's Senior Leadership Team has opted to put Millsmont on Focus School Status.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

In 2012-2013, in an anonymous family survey, families responded:

"The teachers at the school encourage me to work with them to help my child learn."—94% agreed
 "The school has clear goals for students which are well known by all parents."—93% agreed

Which are the strongest features, and why?

Millsmont implements a variety of strategies, which inspire and support parental and community involvement. Throughout the school year, Millsmont communicates with families via principal weekly newsletters and family all-calls whenever there is an important event occurring at school.

At the beginning of the school year, Millsmont publishes resources, information memos, and important policies to keep the entire community aligned in belief, expectations, and compliance. Families are given the Student/Family Handbook that communicates the school-wide behavioral, habitual, and academic expectations from parents and students.

We have two Student-Led Conferences per year so that families are involved in their child's teaching/learning at Millsmont. Students facilitate this conference and it is an opportunity for the students to share what they are learning, where they are excelling, and where they need additional support with their teachers and families. During the conference, the student is showcasing all of his/her data that is organized in each individual's work folder.

Parents also receive a phone call each time their child is marked absent for a class, so they are always aware of their child's daily involvement at school. Additionally, parents are expected to attend IEP and SST meetings to stay involved with their child's educational progression and success.

As a school, we host two Saturday Schools per year. The first Saturday School is an opportunity for the staff and families to celebrate the prior year's success and kick-off the new year as well as meet all staff members. The second Saturday School usually focuses on a common school-wide exhibition of writing, reading, science, or social studies.

In addition, there is an ASC meeting once a month which is facilitated by our principal and teacher liaison. For this meeting, there is a topic that is important to families, from literacy nights to planning school-wide events.

As a staff, we have discussed the importance of positive family outreach. Every teacher is expected to contact families at least monthly. Every staff is responsible for making positive phone calls and/or sending positive notes frequently so that all families receive at least one positive message once a quarter.

What most needs improvement, and what action is being taken?

We are increasing our efforts to move towards an active ASC leadership team. Last year, the principal and teacher liaison facilitated all of the family meetings. This year, we have held an election and will have a team of parents who will facilitate meetings. Additionally, we have more teachers this year who are looking to get involved with the ASC.

Another factor that needs improvement is sharing data more frequently with families. This is something that will be built into the meetings each month to make sure families are aware of the progress we're making in terms of student achievement and we can brainstorm ways for us to work together.

A final effort this year is to invite our families in for more academic celebration. We have a large turn out for our traditional events such as Latino Heritage and African American History Celebration. Our goal this year is that each teacher hosts at least one celebration in the classroom centered in the academic success of our students (i.e. publishing parties, science experiments, or reading together).

11 How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

The collection, analysis and integration of assessment data are common practice at Millsmont and at all of Aspire’s schools. Our teachers and leaders receive professional development to enhance their ability to understand and analyze data during Summer Training, PD on Fridays, and on Cross Collaboration Days. Additionally, in the past couple of years, our Director of Data and Assessment, John Ericson, has trained a Data Driver at each site. The purpose of this initiative has been to have someone on site, who understands the data after interims and benchmarks, and to give autonomy to this person to train the rest of the staff on how to best use their data to improve instruction at the school. The Data Driver at Millsmont is Lorin King.

Data is currently collected, analyzed, applied for the following purposes:

- Inform teachers of where students are performing on standards at given times of the year
- Inform students of where they are performing on specific standards at given times of the year
- Improve instruction and to make time for much needed re-teaching
- Inform where Aspire Coaches are most needed once the first quarter of school has been completed.

Improve Instruction

Internal Assessment data is critical in supporting individual teacher instructional growth. This happens through the strategic use of data analysis and team time. Time is set aside after the Internal Assessments have been administered and scored, so that teachers and their supports can work to analyze the data. Teacher teams, Instructional Coaches, Leads, Dean and Principal analyze the data to achieve two specific goals:

- Figure out the content and/or standards that need to be retaught. Once the specific content is identified, the teacher and the lead, dean, or instructional coach, or principal discuss ways to improve instruction and re-teaching ideas.
- Figure out which students are not meeting the expectations so that they can be targeted for intervention and extra academic support. Once students have been identified, the teacher, with the support of the instructional coach, dean, lead or principal works to create and implement a plan for additional support.

This process happens after each cycle. Please see Elementary Assessment Calendar in the appendix.

To what extent does the staff as whole discuss and analyze performance data for programmatic improvement and to modify instruction?

At our Professional Development days in August we looked at the CST data from the previous year as a school and as individual teachers. We are looking at Student Growth Percentiles for teachers who have data from two years ago to help inform teachers about their strengths and weaknesses.

Attrition of teachers year to year make it difficult to continue forward movement in planning as much is re-invented each time a new teacher takes the place of a more senior one.

Describe how the school is training administrators and teachers to understand and use assessment data.

Administrators are given training over the summer at "New Principal Boot Camp." This is a four day session where many topics are covered. The Data Driver group meets with our Director of Data and Assessment quarterly to go over new and improved ways for teachers to examine both CST results and our internal results. They are taught how to talk about teacher specific student data with the staff and they are trained with a "train the trainer" model on how to use and disseminate our analysis tools so that the whole school can use them to drive their work with the data. This has proven to be a thoughtful and efficient way for us to improve and as an organization from the ground up. We also depend on teacher leaders in the school to run cycles of inquiry with their grade level counterparts using common assessments or other student work.

Additionally, the superintendent with support from the Director of Data and Assessment, work with the principal after the results of each major assessment have been analyzed. As an organization, we are beginning to look at student growth percentiles through our work with TCRP. This proves powerful because we can now measure growth of students in many areas based upon a great number of students at the same levels in the state. It is a way for us to measure within CST bands how our kids are improving or not.

To what extent are parents and students informed of student performance data individually and school-wide?

Student Led Conferences are held twice per year and provides the family a formal time to come in and meet to discuss their students' progress with teachers and, most importantly, with the student. Student Led Conferences are a time when the student gives evidence of progress, sets goals, and stays accountable to his/her family regarding areas of improvement. Additionally, bulletin boards of schoolwide data are created for families to assess our growth.

What most needs improvement, and what action is being taken?

We need to monitor for correlation between behavior and achievement. The hypothesis is that kids who are out due to behavior and the ones typically who aren't achieving at as high a level.

As stated above, we have to work on keeping our teachers from year to year so that our students have more consistency in their education and so that the cycle of improvement does not have to end prematurely and start again each fall.

Lastly, Millsmont has been in Program Improvement for the past two years. All requirements for PI will be adhered to and followed.

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

The push-in model at Millsmont for students with IEPs aligns with our belief that with adequate support, (Ed Specialists often work with students in the classroom) students will be able to access the contents taught in class. Millsmont's after school program as well as the new blended learning program for grades 3-5 provide students with opportunities to receive additional support and pursue enrichment activities of their choice.

Which are the strongest features, and why?

Through standards-based planning, data collection, reflection, development of best teaching practices, and development of school culture, teachers and staff at Millsmont work together to ensure that all students are engaged in challenging learning experiences. Teachers and administrators collect data every week and reflect on how to improve results to meet the expected learning goals. Aspire created and developed The College Ready Promise (TCRP) teacher evaluation tool to hold our teachers to high instructional standards across school sites. This AIR rubric is used for both formal and informal observations with specific indicators and levels explicitly written to guide the evaluation process. These rubrics will continue to push our school to expect the upmost quality in terms of planning, instruction, culture, and reflection.

Our Education Specialist has done a great job with progress monitoring and changing her practice as needed. Additionally, she has been great at collaborating with in-class teachers. She worked hard to make the learning that students are doing fun and engaging for our students who need it the most. She has been strong in giving students opportunities to engage in discourse. Lastly, she has worked to make the students that she serves feel like experts as they show case their work to families and to younger students.

She is so exceptional that she was promoted to coach others in our area. However, she remains with us two days a week. She is still the leader of our RtI program, she participates on our lead team and one of to people she coaches is our new education specialist, who is rapidly growing into the role.

What most needs improvement, and what action is being taken?

Because we have a new teacher who is providing the bulk of services this year, the work that lies ahead is in providing her with the support needed to increase collaboration between her and general education teachers. Additionally, with new staff, we are working to make sure that all teachers make the accommodations necessary each and every day. The coach referred to above will be providing professional development on how to effectively modify content for all learning through differentiation.

13 How effective is your education program at diagnosing and addressing the needs of the following students: English Language Learners, students with disabilities, gifted students, and students in need of remediation.

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

We have strong data systems to identify students who need additional support. These data systems include CELDT testing, CST testing, DRA, STAR reading, and special education evaluation.

Which are the strongest features, and why?

Our RTI team analyzes this data carefully to determine which students are chronically underperforming and then the team determines next steps. In some cases, the student's needs are met through additional classroom differentiation and small group instruction. In other cases, the student needs support from the literacy specialist, an instructional assistant, or a supplemental program such as PALS. If we determine that a student still isn't making academic progress despite these additional interventions, then we hold an SST, a Student Support Team meeting. If we have held several SSTs but the student has not made appropriate progress, then we recommend evaluation for special education services.

Blended learning pedagogy is designed to meet students where they are. Students spend 30 minutes a day, four times a week, on a program adapted to where each student is. During that same block, every student is provided a guided reading lesson in a small group with students who are acquiring the same content and strategies. These lessons include EL strategies such as the use of visuals, previewing vocabulary, reviewing and learning syntax structures.

What most needs improvement, and what action is being taken?

Although our RTI team is well-versed in analyzing and responding to data, not all of our teachers are as skilled. All teachers assess students frequently and meet with teams, but not all teachers follow up or respond to the data immediately or appropriately. Because of this, the principal meets with each teacher weekly to review student work. Additionally, the principal sits in on data talks and the lead team will model effective cycles of inquiry during PD time.

14 How effective is the governing board of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

Board members contribute to the effective management of the organization and provide significant benefit to staff in leading the organization. Those elements include policy setting, financial oversight, strategic direction, program evaluation and monitoring and compliance. As our organization and

environment evolve, the Board continues to evolve as well. These are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

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

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

- Step 1: Solicit nominations and compile names
- Step 2: Initial meeting with nominating Board member
- Step 3: Nominator reports back to the Board
- Step 4: Prospective member meets with CEO, other Board members, and staff
- Step 5: Visit schools and attend Board meeting(s)
- Step 6: Final meeting with CEO or nominator

Once a candidate completes this process a decision will be issued by the Board based on a majority vote. At a high level, there are three broad categories that define what characteristics Aspire looks for in prospective Board members:

- **Skill Set:** All Board members must have expertise in an area that is valuable to Aspire's operations, especially where there are gaps in the board skill set
- **Fundraising Capacity:** All board members are required to give a personally meaningful gift, and support the fundraising program of the organization
- **Diversity:** Geographic, ethnic, and gender diversity are very important favors

Describe the governing board's primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on.

The primary role of Aspire's Board is to serve as a group of engaged thought partners for Aspire's management and staff as they work to design and implement the organization's strategy. The Board issues broad policies and recommendations which advance the mission of Aspire. In addition, the Board helps to identify potential "fatal flaws" in staff's decision making that may not be apparent to the team itself.

The Board is responsible for:

- Mission stewardship & strategic direction
- Financial oversight of the organization
- Fundraising
- Policy setting and compliance
- Program evaluation and monitoring
- CEO evaluation

Aspire's Board of Directors is highly qualified, engaged, and plays a significant role in the organization's strategic decision making. For example, when Aspire first considered opening a cluster of schools in the Los Angeles area, the Board recognized that Aspire did not yet have the skill set in place to expand into

Los Angeles. The Board made a strategic decision to postpone expansion until the organization reached a more mature stage of growth. Subsequently, the organization has expanded to Los Angeles. Currently, the Board is engaged in Aspire's strategic planning process. While managed by staff, the Board is an active partner in driving the work and providing input. Ultimately, their approval will be required before the next phase of the organization's strategy can be executed.

What are the notable features of the governing board in the school?

The Aspire Public Schools governing board has a long-standing membership, which many founding board members.

How effectively does the governing board work with the school leader/s?

The governing board is very effective in its work with Aspire's Senior Leadership Team. The familiarity of many of the board members with the organization allows for very helpful input in strategic decision making, and new members bring fresh eyes to the table as well. The Board is willing to engage in conflict and "push" management in their decision making in very constructive ways. There are appropriate checks and balances built into our bylaws to ensure that the Board is meeting its fiduciary duties. The Board does not have regular contact with the principals of Aspire's schools due to the scope of the organization, however, Board members visit school sites in order to maintain familiarity with the program and connected to the schools on the ground level.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

In last year's survey, 85% of Millsmont staff members report that they appreciate the efforts taken to make them feel valued.

Families report that the school's communication is easy to understand at a rate of 84% and they report at a rate of 94% that the teachers at the school encourage them to work with their students. 93% of families say that the school has clear goals for students which are well known by all parents.

Which are the strongest features, and why?

Lead teachers serve on the Leadership Team, which is the body that supports the long-term direction of Millsmont Academy. This is done in coordination with the Principal, Area Superintendent, and central Home Office. The teachers on the Leadership team have an equal voice with the Principal in setting the direction of the school. Our Leadership team consists of three teachers, the principal, the Dean, and the Education Specialist. We meet every Tuesday to discuss the most pressing needs of the school and we regularly use data to measure this progress. This year's Leadership team developed four school-wide goals: reading comprehension, writing, and school-wide culture. All of our meetings focus on ways to improve these areas.

Also, each week all staff members are given a survey which asks them to provide feedback on any "red flag" issues they would like address. These are then reviewed and action taken to address their needs.

Families provide input during monthly Family Meetings so that their voice is heard and incorporated into our planning and actions.

Ms. Chacón makes herself available to students and families with great frequency. She is outside greeting students and families daily each morning and she is back out daily at dismissal to say goodbye. She has a system with the office manager that allows for meetings to be scheduled when needed and she calls home for positive messages. Something we think families really appreciate is that she takes time to take photos of kids who are being successful and then texts them to families during the day. A final effort that has increased communication is that instead of a monthly letter home, Ms. Chacón sends weekly communication to families about the goings on at the school.

What most needs improvement, and what action is being taken?

Millsmont strives to continue to work with involving Families more in the governance of the school. We are actively working on this via creating a strong Advisory Site Council that meets regularly and focuses both on improving the school culture and family participation at the school. In the 2013-2014 school year, we will have the ASC focus on family participation via identifying needs of families for parenting, communicating, volunteering, learning at home, participating in decision making, and/or collaborating with the community. Once the needs are identified, the ASC will work on building their skills and

supporting all families to do so as well. Then they will create action plans for the improvement areas identified and begin to implement them. We see the counselor who will be coming on as a part of this work.

16 How effective is the school at ensuring fiscal soundness and legal compliance?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

The school's fiscal soundness and legal compliance are very strong. The last three years of audit reports shows few audit findings, and the school has continued to build up their fund balance even during the last four years of declining funding rates. The school works closely with the home office on all budget decision making, legal and insurance matters, and cash management.

How do you know?

Budget Process and Fiscal Management

There is a set of "Strategic Priorities" that is approved by the Aspire board of directors. The school developed an annual plan linked to those strategic priorities which led to the creation of [School Name] five-year goals. These goals, in turn, guide our budget. The budget is mapped out on a 3-year cycle – meaning that at all times we plan two years out. This is our responsible resource planning. This helps us ensure that we are aligning resources toward the "Strategic Priorities" and that we will remain fiscally solvent.

The CFO and Controller have implemented various fiscal control policies and procedures that provide guidance on processes that have financial impact. These policies and procedures are reviewed and updated on a yearly and/or as needed basis. The fiscal control policies and procedures are communicated to the school through various trainings and the organizations intranet. A copy of the fiscal control policies is attached in Appendix XXII.

Lastly, the CFO and Controller review the school's financial and operational compliance on a quarterly basis. There are several tests and audits performed to ensure the various compliance requirements are being met.

On a monthly basis, an assigned financial analyst reviews the school's current financial standing with the principal of the school and the Bay Area Superintendent and compares actual revenues and expenses to the board approved budget. If there are any significant variances, the principal talks through the various trade off decisions with the financial analyst and area superintendent. Oftentimes the principal consults his/her leadership team in order to get as much stakeholder input as necessary. The role of the financial analyst is to ensure the school meets its budget throughout the year and that the school has sufficient cash to do so. In addition, the financial analyst submits reports to the Director of Finance which are shared with the CFO and Senior Leadership Team on at least a quarterly basis.

Which are the strongest features, and why?

The strongest features of the school's fiscal management are the fiscal controls and policies, compliance reviews, and dedicated financial analyst monitoring the school's finances on a daily basis. These three

items allow the schools to be monitored by Management at any time. In addition, the Senior Leadership at Aspire Public Schools takes a very conservative approach to funding rate assumptions, and plans ahead to mitigate the impact of the state cash flow deferrals.

What most needs improvement, and what action is being taken?

Communication of updated policies and procedures needs the most improvement. We have redeveloped our intranet site and are hosting many trainings about specific subjects. In addition, there are certain programmatic compliance items that need to be tightened up, especially in the after-school program. We have hired a Director of After-School that will work with the school's after-school director to ensure we are complying with the state regulations and maximizing the effectiveness of the program.

17 How effectively is the school managed fiscally?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			X				

How do you know?

There are multiple checks and balances that take place at [School] and continue through to the top of the organization. There are policies set in place that ensure our compliance with state & federal law for confirming that funds are spent appropriately in an effort to meet our goal of College for Certain. The main parties, Principal, Area Superintendent, CFO and Financial Analyst communicate at least monthly regarding the schools financial standing. The schools must abide to the policies set at the organizational level.

Which aspects of the school's fiscal operations work best?

The continuous accounting and analysis of the schools financial information works best.

In what ways can the school's fiscal systems or operations be improved, and what action is being taken?

The operations can be improved by cross training more of the staff on its tools. We have implemented Web-Ex trainings and more hands-on training by the finance team members.

18 What are the most significant aids and/or barriers to raising student achievement?

Aids to Success	Barriers to Success
<ul style="list-style-type: none"> • Strong focus on improving school culture • Articles, PDs, and resources to shift from punitive discipline to guided discipline • Blended Learning • Instructional Leadership • Engaged families • Aspire Home Office support • Small school allows for all students to be known • Systems for Technology (document cameras, computers, projectors) work and have quick turn-around in repair • Robust evaluation system for teachers and interventionists • Morning Meetings and Social-Emotional Learning Lessons that are school-wide so students and teachers have a common language • Strong school leader • Have a dean for the first time • Increase in Professional Development frequency • Shift to positive behavior systems • Stronger focus on adult student interaction 	<ul style="list-style-type: none"> • High principal turnover in past years means no consistent academic focus and lack of trust from families • High teacher turnover in past years means no consistent academic focus and lack of trust from families • Lack of a consistent counseling program in an area with significant student trauma • Last year, the majority of teachers were in their 1st or 2nd year of teaching as compared to this year where every teacher but one is 3 plus years • Small budget means low adult to student ratio, especially at lunch/recess • Discipline is just now moving to that of restoration, requiring a significant mental shift for staff, students, and families

Charter Renewal Data Document

Name of school: Aspire Millsmont Academy				Name of School Leader: Jessica Chacon		
Financial Information				Year	2013-2014	
Total Operational Budget	2,374,192.28	Per Student Revenue			8,664.94	
Total Expenditure	2,447,657.46	Expenditure Per Student			8,933.06	
Balance brought forward from previous year	237,291.00	Projected balance carried forward to next year			163,825.82	
Special Populations	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	
Percentage of students receiving <i>free/reduced lunch</i>	74%	76%	82%	85%	Not available	
Percentage of ELL students	21%	16%	11%	27%	Not available	
Percentage of students with IEPS	2%	1%	5%	3%	Not available	
Percentage of students with 504 plans	0	0	0	1%	Not available	
Pupil mobility in the school in prior year				Number of students		
Students who joined the school other than at the usual time of first admission				48		
Students who left the school other than at the usual time of leaving (excluding expulsions)				18		
Attendance for current and prior year P-2 ADA	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Attendance Rate to Date
School data	239.84	249.45	265.46	250.20	251.0	97.0%
Background of students 2012-13	Number of students/Percent of Students		Discipline - prior school year(10-11)	Suspension # of incidents	Expulsion # of incidents	
African-American	152 / 57%		African-American	60	1	
Asian/Pacific Islander	3 / 1%		Asian/Pacific Islander	1	0	
Hispanic	97 / 37%		Hispanic	29	1	
White	1 / 0%		White	0	0	
Mixed/ No Response	12 / 5%		Mixed/ No Response	1	0	
Gender (male/female)	118 / 147		ELL	20	0	

Homeless Students	0 / 0%
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SPED	4	0
Gender (male/female)	59 / 37	2 / 0
Homeless Students	0	0

Lottery/Waitlist Information						
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)	
2012-2013 (for 2013-2014 school year)	March 6th, 2013	K	44	46	0	
		1	7	0	7	
		2	18	0	18	
		3	16	0	16	
		4	6	0	6	
		5	4	5	0	
2011-2012 (for 2012-2013 school year)	March 1st, 2012	K	63	46	17	
		1	8	0	8	
		2	5	0	5	
		3	13	2	11	
		4	11	15	0	
		5	3	17	0	
2010-2011 (for 2011-2012 school year)	March 1st, 2011	K	48	46	2	
		1	10	0	10	
		2	47	0	47	
		3	37	0	37	
		4	58	0	58	
		5	30	0	30	
2009-2010 (for 2010-2011 school year)	March 1st, 2010	K	38	44	0	
		1	45	0	45	
		2	32	0	32	

	3	33	0	33
	4	54	0	54
	5	30	0	30

Graduation Information	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
HS only Graduation Rate – 12 th Grade	N/A	N/A	N/A	N/A	N/A
Retention Rate (% of 12 th grade enrolled since grade 9)	N/A	N/A	N/A	N/A	N/A

Post-Graduation Plans – HS Only

% attending 4-year college	N/A	N/A	N/A	N/A	
% attending 2-year college	N/A	N/A	N/A	N/A	
% attending vocational/technical training	N/A	N/A	N/A	N/A	
% joined military	N/A	N/A	N/A	N/A	
% working exclusively	N/A	N/A	N/A	N/A	

Teacher Recruitment/Retention

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total # of Teachers	15	20	20	16	14
#/% New Hires	5 / 33%	6 / 30%	6 / 29%	2 / 13%	3 / 21%
#/% Retained from Prior Year	10 / 83%	14 / 93%	14 / 70%	14 / 70%	11 / 69%
Total number of vacant teaching posts currently (FTE)					0

AYP	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
AYP Met?	No	No	No	No	N/A
% AMOS Met	50%	12.5%	10%	10%	N/A
% Proficient-AMOS: African-American	ELA: 49.0% Math: 61.0%	ELA: 46.8% Math: 57.8%	ELA: 36.3% Math: 49.0%	ELA: 40.9% Math: 44.3%	
% Proficient-AMOS: Asian/PI	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	
% Proficient-AMOS: Hispanic	ELA: 35.6% Math: 57.6%	ELA: 39.2% Math: 56.9%	ELA: 46.2% Math: 38.5%	ELA: 34.2% Math: 50.0%	
% Proficient-AMOS: Mixed/No response	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	
% Proficient-AMOS: White	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	ELA: N/A Math: N/A	
% Proficient-AMOS: Socioeconomically Disadvantaged	ELA: 38.9% Math: 59.3%	ELA: 39.7% Math: 50.9%	ELA: 41.1% Math: 43.3%	ELA: 37.8% Math: 47.0%	
ELL	ELA: 34.5% Math: 60.0%	ELA: 32.7% Math: 44.9%	ELA: 46.4% Math: 39.3%	ELA: 30.3% Math: 45.5%	
Students with disabilities	ELA: N/A Math: N/A	ELA: 8.3% Math: 9.1%	ELA: 15.4% Math: 15.4%	ELA: 7.7% Math: 30.8%	
API	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
API	757	749	737	732	N/A
Statewide rank	3	2	2	TBD	N/A
Similar schools rank	4	4	2	TBD	N/A
CST	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
ELA					
Proficient/Advanced	44%	42%	39%	38%	N/A
Basic/Proficient/Advanced	74%	77%	71%	72%	N/A

Below Basic/Far Below Basic	26%	23%	30%	28%	N/A
MATH					
Proficient/Advanced	61%	55%	46%	48%	N/A
Basic/Proficient/Advanced	85%	77%	78%	79%	N/A
Below Basic/Far Below Basic	15%	23%	22%	21%	N/A
CAHSEE	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
10th grade pass rate	N/A	N/A	N/A	N/A	N/A

MEASURABLE PUPIL OUTCOMES

Measurable Pupil Outcomes	Instrument	Target	2010-2011 Progress	2011-2012 Progress	2012-2013 Progress																																																																		
Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (K-5)	2x a year <u>Proficiency Goal</u> K – Level 3 1st – Level 18 2 nd – Level 28 3 rd – Level 38 4 th – Level 40 5 th – Level 50 <u>Annual Goal</u> 09-10 60% 10-11 65% 11-12 70% 12-13 75% 13-14 80%	<ul style="list-style-type: none"> The DRA was administered during the month of October and reading levels were due in assessment grids by October 16, 2009. Teachers use this data to inform small flexible groups for Guided Reading. On May 28th, the staff meeting will focus on norming the DRA 2 written portion across grade levels. The final DRA will be administered to all students starting on May 31st and data is due in assessment grids on June 11th. DRA data can be provided upon request. 	<table border="1"> <thead> <tr> <th>Fall</th> <th>Winter</th> </tr> </thead> <tbody> <tr> <td>K – NA</td> <td>K- 63%</td> </tr> <tr> <td>1st - 43%</td> <td>1st - 42%</td> </tr> <tr> <td>2nd - 41%</td> <td>2nd - 34%</td> </tr> <tr> <td>3rd - 15%</td> <td>3rd - 17%</td> </tr> <tr> <td>4th - 14%</td> <td>4th - 35%</td> </tr> <tr> <td>5th - 17%</td> <td>5th - 21%</td> </tr> </tbody> </table>	Fall	Winter	K – NA	K- 63%	1 st - 43%	1 st - 42%	2 nd - 41%	2 nd - 34%	3 rd - 15%	3 rd - 17%	4 th - 14%	4 th - 35%	5 th - 17%	5 th - 21%	<table border="1"> <thead> <tr> <th colspan="3">DRA Results</th> </tr> <tr> <th>Grade</th> <th>Fall 2012</th> <th>Winter 2012</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>NA</td> <td>48%</td> </tr> <tr> <td>1st</td> <td>64%</td> <td>52%</td> </tr> <tr> <td>2nd</td> <td>13%</td> <td>19%</td> </tr> <tr> <td>3rd</td> <td>16%</td> <td>26%</td> </tr> <tr> <td>4th</td> <td>3%</td> <td>9%</td> </tr> <tr> <td>5th</td> <td>18%</td> <td>34%</td> </tr> </tbody> </table>	DRA Results			Grade	Fall 2012	Winter 2012	K	NA	48%	1st	64%	52%	2nd	13%	19%	3rd	16%	26%	4th	3%	9%	5th	18%	34%																												
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			Report Card Grading Explanation:		Report Card Grading Explanation:		Report Card Grading Explanation:	
			<p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.</p> <p>Currently, Aspire does not have a merged system that can readily calculate this in grades K-5th. We are working to change this.</p>		<p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.</p> <p>Currently, Aspire does not have a merged system that can readily calculate this in grades K-5th. We are working to change this.</p>		<p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.</p> <p>Currently, Aspire does not have a merged system that can readily calculate this in grades K-5th. We are working to change this.</p>	

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4/5	~Environments ~Solid Earth ~Planets and Moons ~Electricity and Magnetism	Multiple Choice Final Project Multiple Choice & Short Answer Multiple Choice & Short Answer	4/5	~Environments ~Solid Earth ~Planets and Moons ~Electricity and Magnetism	Multiple Choice Final Project Multiple Choice & Short Answer Multiple Choice & Short Answer	4/5	~Environments ~Solid Earth ~Planets and Moons ~Electricity and Magnetism	Multiple Choice Final Project Multiple Choice & Short Answer Multiple Choice & Short Answer						
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		3 out of 4 on all standards	2 nd Trimester	March 26, 2010	2 nd Trimester	March 23, 2012	2 nd Trimester	3-22-13
		Annual Goal	3 rd Trimester	June 18, 2010	3 rd Trimester	June 15, 2012	3 rd Trimester	6-14-13
		09-10 65%	<u>Report Card Grading Explanation:</u>		<u>Report Card Grading Explanation:</u>		<u>Report Card Grading Explanation:</u>	
		10-11 70%	The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.		The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.		The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.	
		11-12 75%	By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.		By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.		By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1.	
		12-13 80%	Currently, Aspire does not have a merged system that can readily calculate this in grades K-5 th . We are working to change this.		Currently, Aspire does not have a merged system that can readily calculate this in grades K-5 th . We are working to change this.		Currently, Aspire does not have a merged system that can readily calculate this in grades K-5 th . We are working to change this.	
		13-14 80%						

Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	Aspire's standards-based math assessment (K-5)	3x a year <u>Proficiency Goal</u> 90% correct <u>Annual Goal</u> 09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%	Fall Benchmark	Winter Benchmark	End of the Year Benchmark	Fall Benchmark	Winter Benchmark	End of the Year Benchmark	Aspire's Math Benchmark			
			K – 34%	K- 54%	K-	K – 43%	K- 64%	K-NA	Grade	Fall 2012	Winter 2012	Spring 2
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			1 st - 30%	1 st - 70%	1 st -	1 st - 25%	1 st -63%	1 st -NA	K	45%	66%	NA
			2 nd - 39%	2 nd - 48%	2 nd -	2 nd - 40%	2 nd - 53%	2 nd -69%	1st	31%	72%	NA
			3 rd - 48%	3 rd - 57%	3 rd -	3 rd - 39%	3 rd - 51%	3 rd -62%	2nd	37%	51%	69%
			4 th - 33%	4 th -48%	4 th -	4 th - 34%	4 th -46%	4 th -67%	3rd	41%	56%	59%
			5 th -36%	5 th -43%	5 th -	5 th -33%	5 th -36%	5 th -48%	4th	31%	40%	47%
			The End of the Year Math Benchmark will be administered the week of May 31 st and due in assessment grid on June 15 th						5th	32%	46%	66%

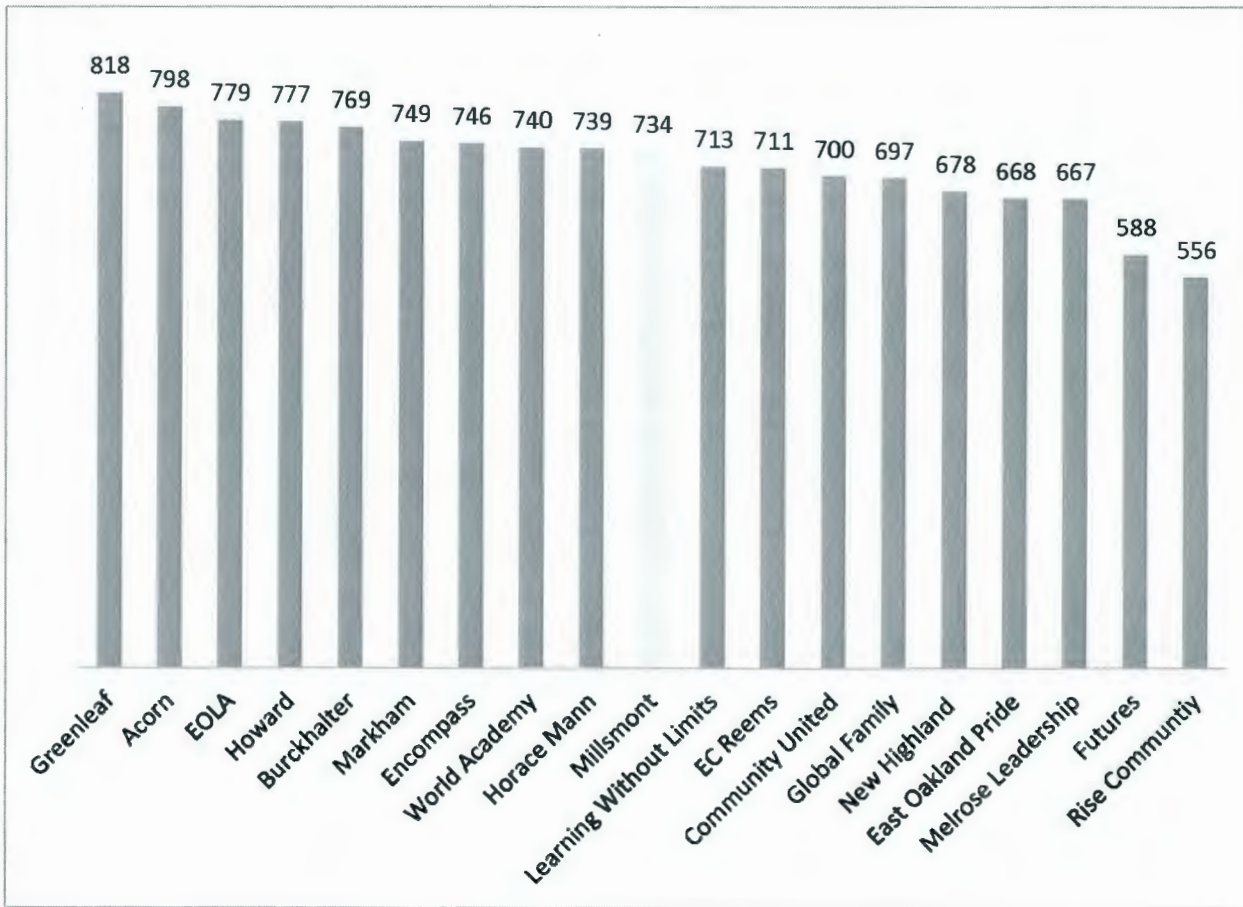
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			<p>1st Trimester</p>	<p>November 20, 2009</p>	<p>1st Trimester</p>	<p>November 18, 2011</p>	<p>1st Trimester</p>	<p>11-14-12</p>
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<p>Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.</p>	<p>Standards-based report card (K-5)</p>	<p>3x a year <u>Proficiency Goal</u> 3 out of 4 on all standards <u>Annual Goal</u> 09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%</p>	<p>Standard-based Report Cards</p> <table border="1" data-bbox="674 265 1121 348"> <tr> <td>1st Trimester</td> <td>November 20, 2009</td> </tr> <tr> <td>2nd Trimester</td> <td>March 26, 2010</td> </tr> <tr> <td>3rd Trimester</td> <td>June 18, 2010</td> </tr> </table> <p><u>Report Card Grading Explanation:</u></p> <p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1. Currently, Aspire does not have a merged system that can readily calculate this in grades K-5th. We are working to change this.</p>	1 st Trimester	November 20, 2009	2 nd Trimester	March 26, 2010	3 rd Trimester	June 18, 2010	<p>Standard-based Report Cards</p> <table border="1" data-bbox="1144 265 1556 348"> <tr> <td>1st Trimester</td> <td>November 18, 2011</td> </tr> <tr> <td>2nd Trimester</td> <td>March 23, 2012</td> </tr> <tr> <td>3rd Trimester</td> <td>June 15, 2012</td> </tr> </table> <p><u>Report Card Grading Explanation:</u></p> <p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1. Currently, Aspire does not have a merged system that can readily calculate this in grades K-5th. We are working to change this.</p>	1 st Trimester	November 18, 2011	2 nd Trimester	March 23, 2012	3 rd Trimester	June 15, 2012	<p>Standard-based Report Cards</p> <table border="1" data-bbox="1585 265 1959 348"> <tr> <td>1st Trimester</td> <td></td> </tr> <tr> <td>2nd Trimester</td> <td></td> </tr> <tr> <td>3rd Trimester</td> <td></td> </tr> </table> <p><u>Report Card Grading Explanation:</u></p> <p>The report card lists the standards for each of the subject areas the student is learning: Language Arts, Math, Science, Social Studies, Behavior, Performing Arts, and PE. The standard names what your child should know or be able to do well by the <u>end</u> of the year.</p> <p>By looking at the student's work, the teacher has determined whether he/she is on track to reach the standard by the end of the year. If the student can already go beyond what the standard describes, the student received a 4. If he/she has mastered the standard, he/she received a 3. If he/she still has not mastered the standard, but is near reaching it, he/she received a 2. If he/she is far below where he/she should be to reach the standard at the end of the year, he/she received a 1. Currently, Aspire does not have a merged system that can readily calculate this in grades K-5th. We are working to change this.</p>	1 st Trimester		2 nd Trimester		3 rd Trimester	
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P1	95.77%																						
P2	94.87%																						

<p>Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control.</p>	<p>Office referrals</p>	<p>3x a year <u>Annual Goal</u> Reduce by 50%</p> <p>For the Fall site visit include the following data:</p> <p>NUMBER OF OUT OF SCHOOL SUSPENSIONS- 63 suspensions</p> <p>NUMBER OF IN SCHOOL SUSPENSIONS- 71 in school suspension</p> <p>TOTAL OF STUDENTS THAT GOT SUSPENDED AND TOTAL NUMBER OF DAYS- 34 students with 63 days of out of school suspension.</p> <p>THE NUMBER OF DISCIPLINE REPORTS (OFFICE REFERRALS) GIVEN IN 2010-2011- 102</p>	<ul style="list-style-type: none"> ✓ Rules Rotation in the beginning of the school year. ✓ Rules posted throughout school. ✓ MORE positive reinforcements (Mills Bills, Shining Stars Awards, College Charms, Morning Assembly Academic Awards, Principal's Extra Excellent Performers, Appreciations, CARES Cards, Homework Superstar Lunches, Fact Fiesta Pizza/Popsicle Parties and College Celebrations). ✓ No-Name Calling Week – focused lessons on bully prevention, school-wide assembly and student performance at Town Hall. <p>Management Plans – Primary Grades (K-2) <u>Consequence Hierarchy</u> Start of day: STAR 1st offense: Green – Verbal Warning 2nd offense: Orange – 2-5 minute time out 3rd offense: Red – Student calls home for a word of encouragement 4th offense: Brown – 5-10 minute time out in another classroom with a reflection 5th offense: Blue – Behavior Referral to Office</p> <p>Management Plans – Intermediate Grades (3-5) <u>Consequence Hierarchy</u> Start of day: STAR 1st offense: Green – Verbal Warning 2nd offense: Orange – 5-10 minute time out 3rd offense: Red – Student calls home for a word of encouragement 4th offense: Brown – 10-15 minute time out in another classroom with a reflection 5th offense: Blue – Behavior Referral to Office</p> <p>Positive Incentives: Teacher Awards, Letters Home, Positive Phone Calls Home, Classroom Celebrations, Homework Superstars</p> <p>Response to Intervention: Teacher Referral System (survey), Consultancies, Buddy Teachers, Counseling, Individual Incentive Contracts/Programs, Student Success Team Meetings.</p> <p>See attached Millsmont Academy's Discipline Hierarchy.</p>		<ul style="list-style-type: none"> ✓ Practice procedures & routines at the beginning of the school year and after each break (fall, Thanksgiving, winter, spring). ✓ CARES model—All teachers implement Morning Meeting (Responsive Classroom) 4x per week. ✓ CARES cards—catch students demonstrating <i>Cooperation, Assertiveness, Respect, Empathy, and Self-Control</i>. ✓ CARES raffle—weekly raffle for privileges ✓ Spirit Days—When enough CARES cards are distributed to students to fill a large poster that spells out one of the CARES traits, students earn a Spirit Day of their choice school-wide. ✓ Music at Lunch—When an entire grade level (K/1, 2/3, or 4/5) goes a day without referrals, they earn music at lunchtime ✓ School-wide Units for Morning Meeting—Conflict resolution, growth mindset, I-statements, Talk It Out. All students are expected to use the same language and process for solving conflicts. ✓ Peer Mediators—students have been trained and selected to serve as peer mediators ✓ Behavior Data Talks—Monthly behavior check ins with teachers about whole-class concerns or individual students. During this time, new behavior management plans are created or modified. ✓ Student Success Teams: After a teacher brings a behavior concern to their team for a consultancy, the RTI team sets up an SST if the action steps from the consultancy is not improving the behavior. ✓ Quarterly School Culture Check-ins: At the end of each quarter, staff takes 2-3 hours to reflect on school culture and brainstorm new ideas for action steps.
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Statutory Renewal Threshold	
1. API Growth Target:	
<i>Did school attain API Growth Target in prior year?</i>	No
<i>Did school attain API Growth Target in two of last three years?</i>	No
<i>Did school attain API Growth Target in the aggregate of the prior three years?</i>	No
2. API Rank:	
<i>Is the school ranked 4 or higher on API in prior year?</i>	No
<i>Is the school ranked 4 or higher on API in two of last three years?</i>	No
3. API Similar Schools Rank:	
<i>Is the school ranked a 4 or higher on API Similar Schools in prior year?</i>	No
<i>Is the school ranked 4 or higher on API Similar Schools in two of last three years?</i>	Yes
4. Is the school at least equal to the academic performance of schools students would have attended, including District as a whole?	Yes



Appendix Ia:
Surrounding Schools Study

Millsmont Academy	Demographics				
Surrounding Schools	# of Students	FRL %	EL %	Hispanic %	Afr. Am. %
School	2012-2013				
Millsmont Academy	266	81	26	37	57
Bridges Academy	381	98	79	94	1
Burckhalter	298	77	12	12	69
Community United	396	99	64	69	25
East Oakland Pride	472	97	61	69	26
Futures	333	99	38	50	44
Greenleaf	501	100	66	80	14
Markham	361	99	44	56	36
Parker	180	82	14	18	69

Millsmont Academy	API							
Surrounding Schools	API				Met Schoolwide/All Subgroups Growth Targets?			
School	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
Millsmont Academy	757	749	737	732	No/No	No/No	No/No	No/No
Bridges Academy	767	773	715	678	Yes/Yes	Yes/Yes	No/No	No/No
Burckhalter	821	842	808	769	Yes/Yes	Yes/Yes	Yes/Yes	No/No
Community United	651	692	701	700	Yes/Yes	Yes/Yes	Yes/No	No/No
East Oakland Pride	627	652	661	668	No/No	Yes/Yes	Yes/No	Yes/Yes
Futures	711	682	610	588	Yes/No	No/No	No/No	No/No
Greenleaf	826	823	813	818	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes
Markham	791	774	755	749	Yes/Yes	No/No	No/No	No/No
Parker	790	847	845	852	Yes/Yes	Yes/Yes	Yes/Yes	Yes/Yes

Millsmont Academy	Rankings							
Surrounding Schools	Statewide Rank				Similar Schools Rank			
School	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
Millsmont Academy	3	2	2	TBD	4	4	2	TBD
Bridges Academy	4	4	1	TBD	1	1	1	TBD
Burckhalter	6	7	5	TBD	n/a	n/a	7	TBD
Community United	1	1	1	TBD	1	1	1	TBD
East Oakland Pride	1	1	1	TBD	1	1	1	TBD
Futures	1	1	1	TBD	2	1	1	TBD
Greenleaf	7	6	5	TBD	9	9	9	TBD
Markham	5	4	2	TBD	8	6	4	TBD
Parker	5	7	7	TBD	6	n/a	10	TBD

Millsmont Academy	CST (% Proficient or above)							
Surrounding Schools	ELA				Math			
School	2009-2010	2010-2011	2011-2012	2012-2013	2009-2010	2010-2011	2011-2012	2012-2013
Millsmont Academy	44	42	39	38	61	55	46	47
Bridges Academy	40	34	30	19	60	63	49	37
Burckhalter	54	55	55	45	71	74	60	51
Community United	21	28	31	31	34	43	41	51
East Oakland Pride	21	24	27	22	34	47	42	47
Futures	36	28	22	17	49	38	25	21
Greenleaf	51	52	49	49	76	76	77	72
Markham	55	52	46	46	58	62	46	43
Parker	52	61	65	63	57	71	74	77

Appendix II:
Bell Schedule



Millsmont Academy 2013-2014 Schedule

Regular Day

7:30	Breakfast Program Begins
8:10	Morning Assembly
8:15	Instruction Begins
10:15-10:30	2/3 Recess
10:30-10:45	4/5 Recess
11:00-11:40	K/1 Recess/Lunch
11:45-12:25	2/3 Recess/Lunch
12:30-1:10	4/5 Recess/Lunch
2:30-2:45	K/1 Recess
3:15	Dismissal

Early Dismissal Days

7:30	Breakfast Program Begins
8:10	Morning Assembly
8:15	Instruction Begins
10:00-10:15	K/1 Recess
10:15-10:30	2/3 Recess
10:30-10:45	4/5 Recess
12:30	Dismissal

Town Hall Fridays (Twice a Month)

7:30	Breakfast Program Begins
8:10	Morning Assembly
8:15	Town Hall
10:00-10:15	K/1 Recess
10:15-10:30	2/3 Recess
10:30-10:45	4/5 Recess
12:10-12:25	Fantastic Fun Friday
12:30	Dismissal

No Town Hall Fridays (Twice a Month)

7:30	Breakfast Program Begins
8:10	Morning Assembly
8:15	Instruction Begins
10:00-10:15	K/1 Recess
10:15-10:30	2/3 Recess
10:30-10:45	4/5 Recess
12:10-12:25	Fantastic Fun Friday
12:30	Dismissal

Appendix III:
School Calendar

2013-2014 MILLSMONT ACADEMY FAMILY CALENDAR

July

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

January

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

January

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

Days of Instruction: 13 days

August

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	28	29	30	31	

August

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

Days of Instruction: 19 days

February

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

February

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

Days of Instruction: 19 days

September

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

September

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

Days of Instruction: 18 days

March

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	28	29	30
31						

March

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

Days of Instruction: 16 days

October

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

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

Days of Instruction: 18 days

April

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

April

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

Days of Instruction: 17 days

November

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	27	28	29	30	

November

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

Days of Instruction: 17 days

May

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	29	30	31	

May

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

Days of Instruction: 22 days

December

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	28	29
30	31					

December

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

Days of Instruction: 14 days

June

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	28	29
30						

June

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

Days of Instruction: 10 days

*Check the monthly calendar for updates and changes



Appendix IIIa:
Assessment Calendar



2013–2014 Aspirewide Elementary ASSESSMENT CALENDAR DRAFT

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

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

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

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

Appendix IV:
Aspire Instructional Guidelines

K-5 Math Instructional Guidelines Detailed Version

MAINTENANCE PROGRAM

Math Routines

- ◆ Shows the daily relevance of math
- ◆ Assists in classroom management
- ◆ Gives continuous practice/spiral review
- ◆ Short activities build skills for more in depth problems

❖ Daily Review

Daily

- ◆ Quick spiral review of standards
- ◆ Mini-instruction as needed
- ◆ Use four square design with squares as follows:
 - ◆ Prerequisite skill, current skill, CST type question around skill and spiral review question
- ◆ Alternatively may use Drops in the Bucket, Math4Today
- ◆ Quick correction with class

❖ Academic Language

Daily

◆ Math Meeting:

- ◆ Academic Discourse among students
- ◆ Questioning beyond recitation of knowledge/facts
- ◆ Calendar Time
- ◆ Students respond with sentence stems (I agree, I disagree)
- ◆ Whole group on the floor
- ◆ Students with whiteboards or journals
- ◆ Students are interactive
- ◆ Number Strings –students use number relationships to solve problems, use known facts to solve unknowns, make generalizations about math problems

- ◆ Number Lines – students understand the relationships among numbers, understand the relative magnitude of numbers
- ◆ Use engagement strategies; think, pair, share, show me on your fingers, whisper to your neighbor
- ◆ **Math Vocabulary:**
 - ◆ Include teaching of math vocabulary words into the lesson
 - ◆ Student dictionaries
 - ◆ Graphic organizer for teaching vocabulary words
 - ◆ Word wall, include cognitive clues or realia
 - ◆ Encourage students to use math vocabulary when speaking to peers or teacher
 - ◆ Use in writing
- ◆ **Writing in Mathematics:**
 - ◆ Math Journaling, quick write
 - ◆ Vehicle to explain mathematical thinking
 - ◆ Connects language arts and math
 - ◆ Explanatory:
 - ◆ Journals around concepts, explain mathematical thinking, show process
 - ◆ Reflective:
 - ◆ Self assessment at the beginning or end of units/chapters, exit tickets
 - ◆ Creative:
 - ◆ Writing response to math literature, math symbols, math metaphors

Resources:

- ◆ Mathematics Education: San Diego Math Routines: *Number Lines, Number Strings* <http://old.sandi.net/depts/math/>
- ◆ Mountain Math Kits www.mtmath.com
- ◆ Everyday Counts Calendar Math, Patsy F. Kanter, Janet Gillespie, Beth Ardell, with Andy Clark
- ◆ Academic Discourse Sentence Stems

❖ **Mental Math**

On-going

- ◆ Quick spiral review of standards
- ◆ Sponge activity
- ◆ In your head

- ◆ Problem solving without paper and pencil
- ◆ Verbal problems that are appropriate for your students

Math Facts

Daily

- ◆ Allows for personalization
- ◆ Quick practice of math facts
- ◆ Students work at their own level and pace
- ◆ Gain mastery in basic math facts
- ◆ Track their personal growth
- ◆ Goals with math facts:
 - ◆ By the end of first grade students should know addition strategies, facts to 10 and doubles
 - ◆ By the end of 2nd grade students know addition facts to automaticity and have strong conceptual understanding of multiplication
 - ◆ By the end of the 3rd grade students should know all facts 1 to 10.

Flash Cards

- ◆ Basic practice of facts to automaticity. Variety of ways to practice such as during work stations, each child has own set to practice if finish math work early, and students should have a set to take home.

Roll and Write (K/1 whole class) (2/3 whole class or use in a center)

Example of progression for K/1 with dot die:

Level	What to do	Explanation
<input type="checkbox"/> Level A	Roll one (1-6) dot die	Count dots and write
<input type="checkbox"/> Level B	Roll two (1-6) dot die	Count all dots of both, write the number
<input type="checkbox"/> Level C	Roll one (1-6) dot die, double	Double the number
<input type="checkbox"/> Level D	Roll one (1-6) dot die, +1	Count dots and add 1
<input type="checkbox"/> Level E	Roll two (1-6) dot die, add	Add dots of each die
<input type="checkbox"/> Level F	Roll one (1-6) dot die, +10	1 die, add 10
<input type="checkbox"/> Level G	Roll one (1-6) dot die, make tens partner	Roll 1 die, add number to make 10
<input type="checkbox"/> Level H	Roll one (1-6) dot die, + 2	1 die, add 2
<input type="checkbox"/> Level I	Roll one (1-6) dot die, - 1	1 die, subtract 1
<input type="checkbox"/> Level J	Roll one (1-6) dot die, - 2	1 die, subtract 2
<input type="checkbox"/> Level K	Roll two (1-6) dot die, subtract	2 die, subtract smaller

Mad Minute (1-5)

- ◆ Various levels of math computation problems
- ◆ See K-5 math Strategies and Procedures to Ensure Core Competencies (SPECC) for 1st and 3rd grade with resources
- ◆ Put page for the week in a sheet protector and use Vis-à-vis markers. Wipe off after correcting for the next day.
- ◆ Quick correction – no more than a minute

Resources

- ◆ Mental Math in the Primary Grades by Jack Hope
- ◆ The Mad Minute: A Race to Master the Number Facts by Paul Joseph ShoeCraft
- ◆ <http://themathworksheetsite.com/>, <http://www.math-drills.com/>

Problem Solving

3 times a week

Student Led Solutions

- ◆ Standards-based
- ◆ Students sharing mathematical thinking
- ◆ Exposing students to different strategies of solving problems
- ◆ Aids conceptual understanding
- ◆ One problem with two students sharing solution
- ◆ Use as a review and for new concepts

❖ Problem of the Week/Problem of the Month

- ◆ More in depth than SLS
- ◆ Teacher-directed
- ◆ Indicates skills students' need
- ◆ Opportunity to teach problem solving strategies such as:
 - Understanding the question
 - Finding key facts
 - Developing a solution
 - Checking your work
 - Communicating mathematical reasoning
- ◆ Integration of interdisciplinary units
- ◆ Longer exploration of concepts, skills and topics

- ◆ Leveled problems so that all students will be able to work on a part of the problem appropriate to their learning development

Resources

- ◆ Aspire Student Led Solution Binder
- ◆ Read it, Draw it, Solve it
- ◆ California Released Questions
- ◆ Introduction to Problem Solving: Strategies for the Elementary Math Classroom by Susan O'Connell
- ◆ Catherine Fosnot Books

CORE PROGRAM

Math Workshop

4 times a week

❖ Mini-lesson

- ◆ Standards-based
- ◆ Concept delivery (includes intros, review and misconceptions)
- ◆ Whole group instruction
- ◆ Use manipulatives or chalk talk
- ◆ Teaching a game or extending Student Led Solution
- ◆ Opportunities for think-pair-share with whole group
- ◆ Use of engagement strategies

❖ Guided Practice

- ◆ Short activity in which students show understanding of mini-lesson
- ◆ Teacher making observations
- ◆ Extend beyond workbook pages

❖ Guided Math

- ◆ Standards-based
- ◆ Data used to focus instruction
- ◆ Differentiates/personalizes instruction
- ◆ Meeting with small groups based on similar needs
- ◆ One-on-one time with students
- ◆ Reviewing skills or teaching new concepts
- ◆ Hands on with manipulatives
- ◆ Teach a new game or review work station current activity
- ◆ Use a variety of assessment tools
- ◆ Other students are doing centers

❖ Work Stations/Independent Practice

- ◆ Standards-based, Beyond paper and pencil activities
 - ◆ 5 tubs at least according to strand: Number Sense, Algebra & Functions, Measurement & Geometry, Statistics, Data Analysis & Probability, Mathematical Reasoning
- ◆ Each tub should contain Must Do/May Do list
- ◆ Multiply activities should be in each tub
- ◆ Anything done at centers is independent practice

- ◆ Designed to reinforce concepts already taught
- ◆ Hands on with manipulatives
- ◆ Play a game
- ◆ Can incorporate interdisciplinary projects/activities
- ◆ Try to have at least 2 work station activities on current standards

Work Station Models

1. Stationary Work Station Model

- ◆ Teacher uses center management poster (or variation) to indicate center assignments by groups.
- ◆ Students in heterogeneous groups work at one station for 30+ minutes.
- ◆ The teacher puts one main activity or "must do" in a basket with "choice" or "may do" activities for students who finish early.
- ◆ While students are working the teacher is calling back small homogeneous groups according to individual needs.
 - ◆ Ideally, the teacher will see each student in a small group 3 times a week or those most in need identified by data.
- ◆ The following day, students are assigned to a new station and by the end of the week each student will have visited each station.
- ◆ Periodically, the teacher may consider not meeting with students in small groups in order to help students with instruction at their workstations.
- ◆ Students may hold themselves accountable through a work station log.

2. Math Menu or Flow Model

- ◆ While teacher pulls flexible groups to a small group learning area students work with their team on a math menu written on the board.
- ◆ The menu consists of "must do" and "may do or choice" activities.
- ◆ Once students complete must do items they can then choose to do all or some of the choice items as determined by the teacher.
- ◆ The "must do" and "may do" options can be listed on the board and students move magnets with their names to show where they are in the flow.

Work Station Ideas

- ◆ Math games
- ◆ Computers –Harcourt website, math websites, math software
 - ◆ Extending/Challenging – make a game, design problems for others to solve, exploring concepts on the Internet (e.g. "Ask Dr. Math" at www.mathforum.org)
- ◆ Roll and Write
- ◆ Problem solving – problem of the week or month
- ◆ Student Led Solution
- ◆ Math Journaling
- ◆ Calculator Math
- ◆ Culminating Project
- ◆ Application Center (e.g. running the student store)
- ◆ Reteach & Intervention – peer coaching/buddy
- ◆ Interdisciplinary unit activities

Resources

- ◆ Teaching Student Center Mathematics Grades K-3, John A. Van de Wall
- ◆ Teaching Student Center Mathematics Grades 3-5, John A. Van de Wall
- ◆ Elementary School Mathematics – Teaching Developmentally, John A. Van de Walle
- ◆ Developing Number Concepts: Counting, Comparing and Pattern, Kathy Richardson
- ◆ Developing Number Concepts: Addition and Subtraction, Kathy Richardson
- ◆ Developing Number Concepts: Place Value, Multiplication, and Division, Kathy Richardson
- ◆ Understanding Geometry, Kathy Richardson

Assessment

On-going

❖ Benchmark Exams

- ◆ Survey of standards taught throughout the year – administered 4 times; fall, winter, spring, summer. PreCST Benchmark administered 4 weeks prior to STAR test
 - ◆ **Basic Skills Test** - starting in 5th grade students take the test until they achieve 85%. It is administered 2 times in 5th

grade (during the fall and spring) and 3 times a year (6th and up) at the same time the benchmarks are administered)

❖ **Problem Solving Question**

- ◆ Administered 1 time in the spring (optional)

❖ **Edusoft**

- ◆ Pre and post unit tests and 5 question mini test on one standard, COI tests

❖ **Observation/Checklists**

- ◆ Teacher makes anecdotal notes on individual students)

❖ **Exit Tickets**

- ◆ Quick check of skills)

◆ **Homework**

- ◆ Daily check of skills taught – school site based policy

LANGUAGE ARTS: OUR PHILOSOPHY

Background

At Aspire Public Schools, every student becomes an independent, driven reader and writer who is engaged in reading and writing activities for communication as well as artistry. Good communication – reading, writing, listening and speaking are essential tools for life. Language skills not only serve as a basis for learning throughout school and career, but also serve to enrich our lives, as well as foster independent, self-directed learners and concerned citizens. Learners who read well learn a structure and rhythm integral to life long learning.

Our three and a half hour literacy block assures that each learner will become a fluent reader, skilled writer, confident speaker and thoughtful listener. Reading, writing, speaking and listening skills are personalized. In order to achieve our goal, we draw from a number of pedagogies all within the “workshop” format. Each pedagogy provides a different piece of scaffolding to personalize literacy instruction for each learner. Within this model learners are provided rich literature, both literary and informational for required and choice reading to create links across content areas (i.e. social studies, math, science, visual and performing arts).

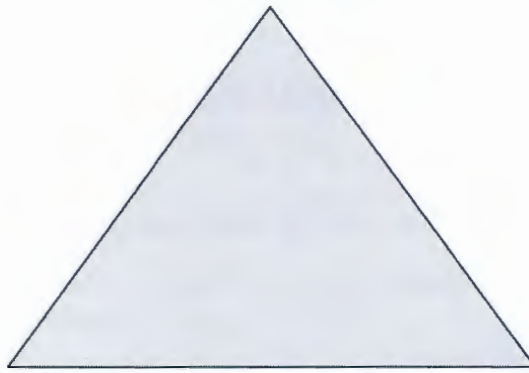
We address writing within the same “workshop” format. Process writing is taught with the thread of the Six Traits running through both required writing genres as well as choice writing assignments. This allows the teacher to use conferences; peer edits and direct instruction to customize the learning as needed for each student.

Within both the Reading and Writing Workshop, ongoing assessment drives the instruction. Teachers analyze this information independently and in grade level collaboration meetings to address the learners’ needs.

The comprehensive synergy of reading, writing, listening and speaking skills provides context and relation to one another. These skills must not be taught in isolation but rather as a cohesive unit. They are the keys to success in all other subject areas. As with any skill, mastery is achieved with consistency, study and practice. Consistency in implementation is critical to the success of our program and therefore the success of our learners at Aspire.

Our method for assuring all students achieve the aforementioned goals is a three point approach. Each of the three points is of equal importance and necessary in achieving our desired expectations. The first point of the triangle is the CA state content standards, answering the question of, “what” to teach. The second point of the triad is the Instructional Guidelines chosen by Aspire. The Instructional Guidelines answer the question of “how” to teach the content standards. The third is the assessment or Cycle of Inquiry, answering the question of “how well” we are teaching the material and how much are the students learning.

Instructional Guidelines



CA standards

Assessment & Cycles of Inquiry

Assessment

The cycle of inquiry is essential to our instructional model at Aspire Public Schools. We offer personalized reading and writing instruction, but in order to make well-informed decisions, we must maintain procedures for gathering an individual's data. The cycle of inquiry follows the steps listed below:

- Step 1: Assessment
- Step 2: Analysis
- Step 3: Implement plans for curriculum and instruction
- Step 4: Re-assess for additional re-teaching
- Step 5: The cycle begins again

Tools used for the two week cycles of inquiry are either listed below as Aspire assessment tools or tools designed by the teachers to address the needs of a particular standard used in the cycle of inquiry.

Reading Assessment Tools

- DRA for K-3 and 4-8
- 3 Edusoft Reading Benchmarks (fall, winter, spring)
- Open Court Reading fluency tests
- Edusoft Reading Pre-CST Assessment (Administered 4 weeks before STAR Test)

Writing Assessment Tools

- Writing Assessment Modules
- 3 Edusoft Writing Benchmarks (fall, winter, spring)
- Edusoft Pre-CST Assessment (Administered 4 weeks before STAR Test)

California State Tests

- 2nd-5th Grade CST English Language Arts Test in May
- 3rd Grade CAT-6 Timed Tests in Spelling & Reading Language Arts in May
- 4th Grade Writing Application Test in March

INSTRUCTIONAL GUIDELINES EXPECTATIONS

Reading Workshop

Read Aloud *w/ DRTA Strategies*

Reading Minilesson

*Shared Reading

Literacy Work Stations

*Literature Circles

Guided Reading

Written Response to Text

Independent Reading

Shared Inquiry

**Occurs within Instructional Guideline*

120 minutes

Daily

4 times a week

4 times a week

4 times a week

4 times a week

4 times a week

1 week a month

Writing Workshop

Independent Writing

Writing Minilessons

Guided Writing

Interactive Writing

Grammar/DOL

60 minutes

4 times a week

4 times a week

3 times a week

2 times a week

Daily

Word Work

Spelling Paragraph

K-3 Open Court Phonics

4-5 Vocabulary

Word Wall

30 minutes

1 paragraph a week

Daily

Daily

Daily

**All of these practices are explained fully in the following pages. First we present a rationale for the practice, second is a set of procedures, third a list of resources and lastly a list of expected or possible artifacts. The step-by-step procedures are there as an explanation not as a recipe.*

IMPLEMENTATION SCHEDULE

Year One	Year Two
Read Aloud w/DRTA	Interactive Writing
Reading Minilessons	Literature Circles
Shared Inquiry 4-5	
Guided Reading	Shared Inquiry (K-3)
Independent Reading	
Reading Minilessons	
Independent Writing	
Writing Minilessons	
Guided Writing	
Grammar/DOL	
Spelling Paragraph/Sentences	
OCR Phonics (K-3)	
Vocabulary	
Written Response to Text	

READING WORKSHOP

Rationale

At Aspire Public Schools, the Reading Workshop is defined as a group of purposeful literacy experiences such as Guided Reading, Independent Reading, Literature Circles, Literacy Workstations, and Written Response to Text or Shared Inquiry with the final goal of enhancing each learner's effectiveness as a reader. Using a variety of experiences within the laboratory setting ensures all learning styles are met.

The workshop approach implies learners are busily engaged in literacy experiences that reflect real life meaning; learners will read in ways that can be applied throughout their lives. Learners learn by participating in the act of reading, not just hearing about it. The goals of the Reading Workshop are that:

- Learners work together
- Learners will be exposed to different genres
- Learners establish goals and evaluate them
- Learners engage in meaningful discussion about their reading
- Learners take responsibility for their own learning
- Learners actively read for meaning
- Learners develop a deeper understanding of the pieces they read

Procedure

Most reading workshops are done in 120 minute blocks. Within the block, the educators have a menu of practices from which to choose. The overarching goals of the workshop are to address the needs and strengths of the learners the educator chooses from the menu accordingly. For example, the diagram below addresses a whole group minilesson, independent practice, small group direct instruction as well as Literature Circle discussions, all happening simultaneously.

See following examples:

Example One

Minilessons	
This is whole group instruction based on a specific objective. Objectives are often based on California State content standards. The lesson should be the piece, which hooks the learners and forecasts individual or small group practice.	
Educator	Learners
<ul style="list-style-type: none">•Status of the class•Guided Reading<ul style="list-style-type: none">Group 1Group 2Group 3Or more.•Reading conferences•Facilitate sharing• Status of the class or Closure	<ul style="list-style-type: none">•Independent Reading w/ Reading Response Logs
	<ul style="list-style-type: none">•Literature Circles preparation or discussion
	<ul style="list-style-type: none">•Vocabulary or Word Work
	<ul style="list-style-type: none">•Reciprocal teaching group
Sharing or closure	

Example Two

Minilessons
Learning objectives are based on California State content standards. The lesson should be the piece, which hooks the learners and forecasts individual or small group practice.
<p>Educator and Learners Shared Inquiry discussion</p> <ul style="list-style-type: none">•Status of the Class•Reading of the text•Written analysis of a portion or entire text•Discussion based on an interpretive question•Student reflection
Sharing or Closure

Resources

- ✓ *Strategies that Work*, Harvey & Goudvis
- ✓ *Reading with Meaning*, Miller
- ✓ *The Art of Teaching Reading*, Calkins
- ✓ *Guiding Readers and Writers grades 3-6*, Pinnell & Fountas
- ✓ *An Introduction to Shared Inquiry*, The Great Books Foundation

Artifacts

- ✓ A classroom library
- ✓ Class discussion
- ✓ Explicit written purpose
- ✓ A well organized library with a large selection of books
- ✓ DRTA - Chart or write up
- ✓ A specific area to meet and discuss texts
- ✓ Role sheets for Literature Circles
- ✓ Discussion logs/reading log
- ✓ Sets of books (6 packs)
- ✓ Small groupings of learners engaged in discussion
- ✓ Organizational chart (book title, pages, dates, task)

READ ALOUD

Rationale

Reading aloud provides learners the opportunity to experience a variety of different genres, no matter their reading level. Learners are exposed to examples of fluency, voice and academic language. This practice allows the educator to model the reading process through an array of different texts and teaching points. While Read Aloud offers the skills mentioned above, it is also the time within the school day where “thinking – aloud” is used for teaching reading comprehension strategies through a Directed Reading and Thinking Activity. The DRTA strategies taught are:

Prediction/adjustment - to guess what will happen within a text and to return to one’s prediction confirming or changing one’s thinking

Connections- to connect to the text to personal prior experiences either text-to-self, text-to-text or text-to-world

Visualization- to make a picture or movie in your mind

Self-Questioning- to pause reflect and question

Inferring - to read between the lines and make judgments

Summarize – to retell events as they happen

Paraphrase – to verbalize your understanding

Procedure

Steps:

- 1.) The educator chooses a book, poem, article or text that addresses a specific teaching point.
- 2.) The educator pauses at significant points, asking for learner questions and comments. The educator shares his/her thinking aloud to demonstrate how experienced readers engage text using one of the previously mentioned strategies. Educators are careful not to stop for too long a period as the delay may disrupt the flow of the story.

Resources

- ✓ Using Think Aloud for Reading Instruction, *Leslie Oster, The Reading Teacher vol. 55, No.1*
- ✓ *Guiding Readers and Writers, grades 3-6*, Gay Su Pinnell & Irene Fountas
- ✓ *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
- ✓ *Strategies That Work*, Harvey and Goudvis
- ✓ *Reading for Meaning*, Miller

Artifacts

- ✓ A specific area to meet and discuss texts
- ✓ Comprehension Strategies Posted
- ✓ Class discussion
- ✓ Explicit written purpose
- ✓ List of discussion questions
- ✓ A well organized library with a large selection of books

LITERACY WORKSTATIONS

Rationale

When beginning Guided Reading, the first challenge for the teacher is to manage the classroom in order to be able to work uninterrupted with a small group of students. Literacy Workstations are a means to engage all students in independent, meaningful literacy activities that are individualized to the learner's needs. While the students are engaged in literacy workstations, the teacher is able to teach Guided Reading groups.

Procedure

Use the minilesson method when introducing a literacy workstation. Literacy Workstations must be meaningful, productive and usually related to literacy or 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 Workstations, Guided Reading activities can be instituted. This technique establishes:

- Engagement in meaningful literacy routines
- Management for Guided Reading lessons
- Independent practice for a standard taught previously
- Extended learning experiences away from the teacher

Literacy Workstation criterion:

- Standards based
- Student centered
- Differentiated
- Authentic, hands-on learning experiences
- Contains a writing component

Resources

- ✓ Using centers to engage children during guided reading time: intensifying learning experiences away from the teacher, *Michael Ford & Michael Optiz, The Reading Teacher.*
- ✓ *Guided Reading, Good First Teaching for all Children*, Pinnell & Fountas
- ✓ *Snapshots Literacy Minilessons Up Close*, Hoyt
- ✓ *Literacy Work Stations, Making Literacy Centers Work*, Debbie Diller
- ✓ *Practice With Purpose, Literacy Work Station Grades 3-6*, Debbie Diller
- ✓ *Take- It- to Your Seat Centers, grades K-5*, Evan-Moore

Artifacts

- ✓ Authentic learning experiences
- ✓ Independent or small group literacy projects
- ✓ System of organization and management
- ✓ Learner self evaluation tool
- ✓ Science/Social Studies content with reading and writing tasks

GUIDED READING

Rationale

Guided Reading is a small group, educator driven practice that allows reading instruction to be personalized. Learners have the opportunity to develop skills and strategies at their appropriate reading level. Learners are engaged in discussion about skills and strategies, comprehension, and the enjoyment of reading.

Procedure

Steps:

- 1.) Small groups of 3-6 learners demonstrating similar reading behaviors and instructional needs from DRA, Running Records, or COI data are formed.
- 2.) The educator determines teaching points based on the readers' needs.
- 3.) The educator plans a Guided Reading lesson to explicitly teach strategies.
- 4.) Learners are introduced to a text, accessing prior knowledge and introducing needed vocabulary.
- 5.) Decoding and comprehension strategies are reviewed.
- 6.) All learners are given a "guiding question" to focus their comprehension of the text.
- 7.) Learners read it independently, silently, or in a low voice. The educator may have learners read orally and talk with them individually about the book.
- 8.) The educator might also engage learners in spelling or word work.
- 9.) Simultaneous to this small group educator-driven instruction, the remainder of the class is independently involved in independent reading and response, literature circle prep or discussion, word work, or project work. Time permitting and needs-based, the educator is required to meet with most guided reading groups during the 120 minute block.

Resources

- ✓ Leveled Books
- ✓ *Guided Reading, Good First Teaching*, Pinnell & Fountas
- ✓ *Guiding Readers and Writers, grades 3-6*, Pinnell & Fountas
- ✓ *Making the Most of Small Group*, Debbie Diller
- ✓ Scholastic Guided Reading Practice Packs
- ✓ www.reading a-z.com

Artifacts

- ✓ Book of Guided Reading Lesson plans
- ✓ Organized Guided Reading Table with Word Work supplies
- ✓ Assessment Book with Running Records,
- ✓ DRA's, Conversion Chart
- ✓ Strategies of a Good Reader chart or resource
- ✓ Expository and Fictional Text

LITERATURE CIRCLES

Rationale

Literature circles allow the learners to develop a deeper appreciation and understanding of text. By working in small, heterogeneous groups based on certain topics, authors, genres, or specific titles, learners are engaged in meaningful discussions based on text. This is a key guideline that focuses on reading comprehension and should be done in addition to guided reading.

Procedure

Steps:

- 1.) Learners work in small heterogeneous groupings and select a topic or text with the educator.
- 2.) Learners decide upon the length of reading, establish expectations for the literature circle meeting, and prepare for the upcoming discussion.
- 3.) In the beginning, the educator scaffolds the instruction by having the learners use role sheets to guide their comprehension and facilitates the discussion.
- 4.) As comprehension skills are acquired, the use of role sheets transition into a free flowing journal.
- 5.) As time passes, the educator no longer facilitates and this becomes a learner-run activity within the Language Arts Block.

Resources

- ✓ *Minilessons for Literature Circles*, Harvey Daniels and Nancy Steineke
- ✓ *Literature Circles, Voice and Choice in Book Clubs*, Harvey Daniels
- ✓ *Looking Into Literature Circles*, Harvey Daniels
- ✓ *Moving Forward with Literature Circles: How to plan, manage and evaluate Literature to deepen understanding and Foster a love of Reading*, Pollock Day, Spiegel, McLellan & Brown

Artifacts

- ✓ Role sheets
- ✓ Discussion logs/reading log
- ✓ Sets of books (6 packs)
- ✓ Small groupings of learners engaged in discussion
- ✓ Organizational chart (book title, pages, dates, task)
- ✓ Group agreement outlining expectations
- ✓ Author studies
- ✓ Class calendar of dates for meeting times

WRITTEN RESPONSE TO TEXT

Rationale

Responding to text is a vastly important skill that is called on frequently throughout a learner's school career and beyond. Stephanie Harvey, *Nonfiction Matters* states, "A learner needs to uncover and identify information and then sort, sift, organize, and/or synthesize such information as valuable in organizing ones thinking." The activities/artifacts listed below are tools to develop such skills. The practice of responding to text is embedded within many instructional guidelines. It is specifically tied to ***Read Aloud, Guided Reading, Literature Circles, Independent Reading and Shared Inquiry***. While it is often embedded within a particular guideline, it is also taught explicitly through the use of a graphic organizer.

Procedure

Response to text is a small group or a whole group practice.

- 1.) The group reads the text selection.

- 2.) Through educator-guided analysis, the learner writes deeply into a text seeking a deeper understanding and organized thinking. The artifacts listed below are various tools and practices that can provide structure to the text analysis.

Resources

- ✓ *Nonfiction Matters*, Stephanie Harvey
- ✓ *Guiding Readers and Writer's*, Fountas and Pinnell
- ✓ *Snapshots*, Linda Hoyt
- ✓ *Revisit, Reflect and Retell: Strategies for improving Reading Comprehension*, Linda Hoyt
- ✓ *Make It Real*, Linda Hoyt
- ✓ *Spotlight on Comprehension: Building a Literacy of Thoughtfulness*, Hoyt

Artifacts

- ✓ T chart is two-column note (double entry) with two headings. The topics or headings are limited only by the learners or educators imagination. T-charts may take different forms for example: Proof/Opinion, Facts/Questions, Familiar concept/New concept, Direct quote/Personal response, Big questions/Small questions

- ✓ Reading Response logs can be formal or informal. Within our Aspire Language Arts program, Reading Response Logs are the individualized tool for comprehension. The response is recorded in a friendly letter format. The educator responds to each learner at least twice a month. Through this response to text format, the comprehension strategy focus

for the month can be assessed and instruction with said strategy can be personalized.

- ✓ Predictions/ adjustments are two comprehension strategies taught through the Think Aloud process. Learners are asked to write down a prediction in response to a reading. After having read further, the learner stops and looks back to verify or change their thinking in light of having read more.
- ✓ Concept Mapping is a way to graphically link related ideas. Concept mapping allows learners to integrate prior knowledge with new knowledge to form a richer understanding of a topic.
- ✓ Personal response is a means to synthesize one's own thoughts. It often begins in a formal process which is educator directed and then becomes more of a personal reflection.
- ✓ Character analysis is the use of writing to delve deeply into an understanding of a character and can be done with a number of foci.
- ✓ Summary is a way to synthesize. Summary is the act of briefly identifying and recording the main points.
- ✓ Determining the gist of a text is very difficult for many learners. A summary of the text is the first step and developing the gist takes it one step further. Getting to the gist of a text, movie, or play means briefly recounting important events and the reader's personal experiences, such as a movie review.
- ✓ There are many additional alternatives to deepen and extend a learners thinking and understanding of text. For example, webbing, story boards and timelines. Please use your own knowledge and creativity to expand on the provided list.

INDEPENDENT READING

Rationale

Independent Reading allows educators the opportunity to help individuals become readers who enjoy reading, develop their own likes and interests, and consistently learn through their own practice. Learners read individually and quietly. Usually titles are selected independently, but occasionally with educator guidance.

Procedure

Steps:

- 1.) Learners are introduced to Independent Reading through several minilessons on how to select books, abandon, and evaluate books.
- 2.) An organized library assists learners in selecting appropriate books, which tickle their interest in other genres.
- 2.) While the learners are reading independently, the educator is able to have one-on-one conversations with her/his learners about their reading response journals or teach Guided Reading groups.

Reading Response Logs

Within our Aspire Language Arts program, Reading Response Logs or letters are the individualized tools for a student's comprehension. The response is recorded in a friendly letter format. The educator responds to each learner and scores his or her work at least two times a month. Through this response to text format, the comprehension strategy focus for the month (predictions, connections, inferring, summarizing, paraphrasing and self-questioning) can be assessed and instruction with such strategy can be personalized, as well as other specific teaching points the educators deem necessary. Each reading response letter is self-scored by the student and educator using a rubric.

Teacher Response Criterion

As time has passed, this guideline has developed to include a teacher response criterion that clarifies the expectation of the teacher reply within this ongoing dialogue between educator and student. The first rubric below is for teachers to self-assess their response and the second is for students to self-assess their Readers Response letters prior to turning it in.

Sample Teacher Rubric

4	<ul style="list-style-type: none">- Addresses a CA standard- Asks "quality" questions (higher level of Bloom's)- Models thinking and within the reply- Models a comprehension strategy
3	Uses three of the criteria above
2	Uses two of the criteria above
1	Reply is congenial but uses one or none of the criteria above

Sample Student Rubric

River Oaks Charter School Reading Response Log Rubric

Quality	4	3	2	1	Teacher	Student
Understanding of text: evidenced by inferring, making judgments & personally connecting to the text	demonstrates multi-dimensional understanding of text. The letter contains inferring and making a judgment supported by text evidence and a personal connection	demonstrates adequate understanding of text by using two of the following: inferring, text evidence, connections	demonstrates some understanding of text by using one of the following: inferring, text evidence or connections	demonstrates no understanding of the text		
Use of conventions	uses conventions accurately so response is easily understood	uses adequate conventions so response is mostly understood	uses a few conventions so parts of the response are understood	uses almost no conventions so writing is difficult to understand		
Timeliness	turns in response log on the assigned due date	turns in response log one day late	turns in response log two days late	turns in response log three days late		
Voice	uniquely expressed and interesting to read	contains a few interesting parts	mostly dull	trite or empty		

Student _____ Date _____

16 points are possible. Score for today's response is /16.

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
- ✓ *Yellow Brick Roads*, Janet Allen

Artifacts

- ✓ Reading Response letters
- ✓ Book Boxes
- ✓ Extension activities

READING MINILESSONS

Rationale

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

Procedure

Steps:

- 1.) Identify a teaching need or goal from observations, CA standards, anecdotal notes or data analysis. Any needs you detect in the development of reading strategies and skills, understanding of the author's craft or ability to manage can become a minilesson.
- 2.) Minilessons are 20 to 25 minutes presented in small or whole groups.
- 3.) Allow time for questions and answers.

Resources

- ✓ *Craft Lessons, Teaching Writing K-8*, Fletcher
- ✓ *Aspire lesson plan template*
- ✓ *The Art of Teaching Reading*, Calkins
- ✓ *The Art of Teaching Writing*, Calkins
- ✓ *In The Middle*, Atwell
- ✓ *Guiding Readers and Writers, gr. 3-6* Pinnell and Fountas

Artifacts

- ✓ Charts, posters, overheads
- ✓ Lesson plans
- ✓ Lesson objective written on white board

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

SHARED READING

Rationale

Shared Reading allows learners the opportunity to join the educator in reading aloud. This whole group activity provides a supportive and risk-free environment for readers to attend to text while developing fluency skills. This activity provides many opportunities for incidental learning about the way language works. Shared Reading is highly complimentary to the instructional goals of Guided Reading. The technique is used to provide:

- Opportunities for learners to safely practice reading behaviors
- A body of known words that learners will use later in independent reading and vocabulary development
- Access to a variety of text levels.

Procedure

Steps:

- 1.) The educator reads the story through the first time.
- 2.) Enlarged print or overheads of text enables the learners to engage in the group reading process.
- 3.) The educator or another learner points to the print, guiding the others. in the process involving the learners intensively in the story while having them attend to print

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 Allington

Artifacts

- ✓ Class discussion
- ✓ Explicit written purpose
- ✓ List of discussion questions

WRITING WORKSHOP

Rationale

Writing Workshop is an effective structure for supporting developing writers. It is a time of day when learners write independently on topics. Writing Workshop is defined as a combination of writing experiences that address the learners' individual needs such as Interactive Writing, Guided Writing, and Independent Writing. This includes assigned and choice writing in a variety of genres and content areas. We expect the Six Traits of Writing to be woven into and through Writing Workshop, demonstrated through minilessons, independent writing pieces, and Writing Assessment Modules.

Procedure

Writing Workshop needs an hour daily to allow learners ample time for activity and interaction in the writing process. While writing workshop in its purest form is driven by choice, the Aspire model is a mixture of "have-to" writing and choice writing. "Have-to" writing is teaching specific grade level writing standards.

Steps:

- 1.) The block of time begins with a whole group-writing minilesson based on the needs of your learners.
- 2.) The learners are sent to participate in one of the following: independent writing, interactive writing, or guided writing.
- 3.) The key to Writing Workshop is conferencing and revision using ***Six Traits rubrics as tools to guide the process***. As the learners begin their independent work, the educator moves through the learners involved in conferences. When the learners are capable, they should also use peer-conferencing as part of the revision process. While the tools for Writing Workshop are the Six Traits and Writing Assessment Module rubrics and conferencing (peer or educator), the goal in Writing Workshop is to help students understand that they can intentionally improve their writing by incorporating literary elements.
- 4.) The workshop closes with a learner or educator sharing writing examples.
- 5.) The cycle continues during in the next session with a minilesson, independent or small group work, conferencing, and so forth.

Cooperative learning is an integral piece of the writing workshop. In order to achieve success with peer-editing, educator editing, and author's chair, cooperative learning skills must be explicitly taught.

Resources

- ✓ *MyAspire* pacing guides
- ✓ [Http://annenbergmedia.org](http://annenbergmedia.org)
- ✓ *Lessons That Change Writers*, Atwell
- ✓ *The Art of Teaching Writing*, Calkins
- ✓ *Units of Primary Study, Guide to the Writing Workshop, Gr K-2*, L.Calkins
- ✓ *Unit of Study for Teaching Writing, Grades 3-5*, L. Calkins
- ✓ *Write Source Materials: Write One, Write Away, Writer's Express*
- ✓ *Write Traits Boxes K-5*
- ✓ *Interactive Writing*, McCarrier & Pinnell

Notes

The workshop is an ongoing process. The management pieces that assist the educators are the process chart and the status of the class.

The diagrams below provide a visual for the simultaneous activities occurring within the Writing Works

Status of the class sample

Learner's name	Date	Activity or Notes

GUIDED WRITING

Rationale

Guided Writing allows for individualized instruction in writing. Like Guided Reading, Guided Writing is an opportunity to address specific needs and concerns surrounding writing. Groups are formed by observation of the guided practice portion of a minilesson or writing data. Each guided writing group is also considered a group conference.

Procedure

Steps:

- 1.) The educator determines teaching points based on the writers' needs.
- 2.) Small groups of 3-6 learners demonstrating similar writing skills and instructional needs based on observations and learner work are formed.
- 3.) At this point, the educator is able to explicitly teach strategies.
- 4.) Each learner may develop a written piece or the group develops a piece collectively.

Resources

- ✓ *Scaffolding Young Writers: A Writer's Workshop Approach*, Dorn & Soffos
- ✓ *Guiding Readers and Writer grades 3-6*, Pinnell & Fountas
- ✓ *Yellow Brick Roads*, Allen
- ✓ *The Art of Teaching Writing*, Calkins

Artifacts

- ✓ Writing samples
- ✓ Guided writing teaching point and lessons
- ✓ Conferring notes

INDEPENDENT WRITING

Rationale

Independent Writing allows learners the opportunity to explore the Writing process, practice the Six Traits skills, and publish writing pieces independently. Learners engage in all aspects of the Writing process:

- Pre-writing
- Discovery draft
- Revision
- Editing (peer and educator edit)
- Final draft
- Publication

Learners are expected to understand the stages of the writing process and to actively use such vocabulary when discussing writing. Often, this is a choice writing time but other “Have to” projects are assigned. Independent Writing is an effective activity for individualizing writing instruction.

Procedure

Steps:

- 1.) Each writing workshop session begins with a minilesson based on the needs of the learners or project.
- 2.) After the minilesson, each learner works silently and independently. Often learners select their own writing topics; occasionally they are assigned.
- 3.) While learners are working independently the educator circulates through learners engaged in conferences for either editing or revision.
- 4.) Some learners will require guided writing lessons.
- 5.) Independent writing ends with Author’s chair, learner sharing or evaluation.

In order to make this process as successful as possible, the educator must provide the necessary structure to the Writing Workshop in which independent writing is a portion of the workshop time. In the beginning, the educator must provide direct instruction through minilessons on the steps of the process (pre-write, draft, revise, peer edit, educator edit and final draft). As the process becomes an embedded practice, the learners may follow the process of a real writer, which may be recursive.

Process Writing Chart					
Prewriting Seed ideas, brainstorm list, quick writes	Discovery draft: first draft from a prewriting activity	Revision: 6 traits rubric scoring, reflection and content rewrite.	Editing: correction of grammar, punctuation, and capitalization	Final draft: A learner’s best writing.	Publish: a visually pleasing final draft with all writing conventions

- ✓ *Creating Writers Through 6 Trait Writing Assessment and Instruction*, Spandel
- ✓ *In the Middle*, Atwell
- ✓ *Yellow Brick Roads*, Allen

Artifacts

- ✓ Writing Notebooks or journals
- ✓ Editing or Revision checklists (Self, peer, and educator)
- ✓ Published pieces
- ✓ Six Traits rubrics (educator and learner)
- ✓ Status of the class grid & anecdotal
- ✓ Writing space with resources (labeled materials, dictionaries, thesauruses, idea jar, etc.)
- ✓ Displayed learner samples scored on a traits rubric
- ✓ Shared or Guided Writing samples

What Aspire Should Expect

Grade level	Number and Types of Essays	Writing Assessment Modules	Writing Benchmark Assessment	Other Expectations	# Days Writing per week	Amount of Writing per week
Kinder 4 Published Pieces	2 narrative 1 Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	n/a	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
1st 4 Published Pieces	2 narrative 1 Interdisciplinary unit piece 1 expository description	2 1 narrative 1 expository description	n/a	- Increase the practice of conferring to increase revision skills - Increase use of rubrics	4	1 page
2nd 6 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 2 Narratives 1 Formal letter Numerous friendly letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	- Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	2 pages
3rd 7 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Description w/sensory details 1 Formal letter - Numerous friendly Letters, summaries & (reading response letters)	3 Summary, Narratives (personal and imaginative)	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	3 pages
4th 8 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Informational Report	4 Summary, Narrative (personal & imaginative), Response to Literature	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	4 pages
5th 8 Published Pieces	4 writing pieces (one per Interdisciplinary unit) 1 Narrative 1 Response to Literature 1 Research Report 1 Persuasive Letter	5 Summary, Narrative (personal & imaginative), Response to Literature & persuasive	Aspire Writing Assessment	Increase the practice of conferring to increase revision skills - Increase use of rubrics - Increase use of graphic organizers and planning tools	4	4 pages

WRITING MINILESSONS

Rationale

Minilessons provide intense direct instruction in a skill or concept that will be used immediately after the moment of instruction. In presenting a small, focused, and strategic lesson the learners 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 the craft of writing in small portions, practice a skill, and discuss what was learned and to understand it in a meaningful way.

Steps:

- 1.) Identify a teaching need or goal from observations, anecdotal notes, or data analysis.
- 2.) Minilessons are 15-20 minutes, presented in small or whole groups.
- 3.) Allow time for questions and answers.

Resources

- ✓ Six Traits Rubrics-
- ✓ Aspire lesson plan template
- ✓ *Creating Writers*, Vicky Spandel
- ✓ *Craft Lessons, Teaching Writing K-8*, Fletcher
- ✓ *The Art of Teaching Writing*, Calkins
- ✓ *In The Middle*, Atwell
- ✓ *Write Traits Materials* (specific to grade level)
- ✓ *Write Traits Boxes* (specific to grade level)

Artifacts

- ✓ Six Trait examples (learner or other)
- ✓ Written objectives on board
- ✓ Lesson plans
- ✓ Six Traits objectives
- ✓ Posted charts, graphics organizers, etc.

INTERACTIVE WRITING

Rationale

Interactive writing allows the educator an opportunity to provide writing instruction while sharing the pen with the learners, literally and figuratively. The educator and learners collaboratively compose a piece of writing. This instructional context allows the educator many opportunities to model “how” language works. Learners work as apprentices to the expert writer, their educator. This provides a safe environment for those learners to participate in modeled practice. As the year progresses, the written piece evolves in length, skill and interest leading the learners to independence.

Procedure

Interactive writing is used any time the educator feels the group will benefit from a shared writing experience.

Steps:

- 1.) Interactive writing can be as a whole group or a small group activity depending on the needs of the students.
- 2.) The composing of the piece is accomplished through an ongoing dialogue between the learners and the educator about the words to use to convey their message. Collectively, the group determines the most articulate way to convey the thoughts. Decisions invite learners “to share the pen” or to have the educator do the writing is based on the needs of the learners.
- 3.) This can be done on the overhead, with chart paper, or on the white board. Use interactive writing to teach or re-teach:

- Minilessons
- Craft lessons
- Writing process.
- Genre elements

Resources

- ✓ *Interactive Writing*, McCarrier & Pinnell
- ✓ *Getting the Most Out of Morning Message and other Shared Writing Lessons*-Carleen Dacruz Payne & Mary Browning Schulman

Artifacts

- ✓ Partner or small group samples

WHY THE SIX TRAITS?

"What you can assess you can revise"

- Vicky Spandel

Rationale

The Six-Trait approach to writing puts all of the power and responsibility in the learner's hands. Instead of thinking of assessment at the end of a writing project, the Six-Trait format requires that assessment be used throughout the project. This makes the learners the primary assessor of their own work.

This assessment is embedded within the process so that there is time for change and improvement long before the project is completed. It is critical that learners assess their work with a trait rubric to focus the revision process, laying the foundation for a cycle of reflection and continual improvement.

Process writing alone isn't enough. We must model the writing and revision process. Process writing is not a lock step situation where learners pre-write on Monday and have a final draft on Friday. The steps of process writing are self-paced, interdependent and overlap. In laying the foundation for traits think...

1. PROCESS	2. TRAITS	3. MODES
The Foundation <ul style="list-style-type: none">•Gathering•Focusing•Prewriting•Drafting•Revising•Editing/Publishing	Writer's Language <ul style="list-style-type: none">•Ideas•Organization•Voice•Word Choice• Fluency• Conventions	Forms of Writing: What is my purpose? Who is my audience? Note how traits shift in---- <ul style="list-style-type: none">•Descriptive writing•Narrative writing•Informational writing•Persuasive Writing•Technical/Business writing

Ideas to Remember:

- ✓ Provide a range of prewriting strategies (research, idea maps, lists, notes, quick writes, etc...)
- ✓ Make the drafting process less rigid, meaning writing is generative. So keep writing!

- ✓ Use sharing to give learners the role of peer coaches, essentially peer-revising. Writing for an audience enables students to become comfortable with sharing writing with peers.
- ✓ Teach the distinction between editing and revision. Editing is capitalization, punctuation and grammar, but revision addresses content. Revising is to see your writing in a different light.
- ✓ Make self-reflection a priority. Read your work aloud to yourself, use rubrics to score your own work before peer or educator edit.

Six Keys to The Six Traits

1. Take time to introduce the concept of traits consistently.
2. Surround learners with rich language.
3. Teach learners to be assessors of their own work. Use their own and the work of others in self-revision and goal setting.
4. Use written works to illustrate strengths and weaknesses within writing.
5. Use focused lessons –including practiced revision—to help learners develop skills in each trait.
6. Teach learners to do focused revision.

Sample Six Traits lesson plan:

<p>Six Traits Minilesson: What is voice in writing? Students will identify voice within a text by scoring each sample on a rubric by the end of the lesson. The students will then score their own writing for voice by the end of the week</p>	
<p style="text-align: center;">Educator</p> <ul style="list-style-type: none"> • He or she circulates through the learners conferring with partner pairings to improve the learners understanding of voice. • He or she leads the brief discussion. • He or she circulates and conferences with individual learners about voice within their piece. 	<p style="text-align: center;">Learners</p> <ul style="list-style-type: none"> • The learner’s score/reflect a second sample in partners. (10 minutes) • A brief whole group discussion follows. (5 minutes) • For the remaining 30 minutes, learners work to improve voice within their own writing projects.
<p>Learner Sharing</p>	

Notes taken from Vicky Spandel's, *Creating Writer's, through Six Traits Writing Assessment and Instruction.*

WORD WORK

Rationale

Word Work allows the learner to develop the skills necessary to learn how written language is organized and how it works. The key to the word solving process in reading and writing is that the learner benefits 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

Learners acquire word knowledge through explicit instruction.

Steps:

- 1.) Word solving skills and strategies should be presented in the form of a minilesson outlined within Open Court Phonics(K-3) and Vocabulary instruction (4-5).
- 2.) The time allotted to Open Court Phonics Instruction is an hour in K-1 and 20 minutes in 2-3.

Word Study will also occur throughout the instructional day. Below you'll find a diagram displaying all of the activities that together form this portion of our program.

Phonics K- 3	Word Work K- 5	Spelling Sentences/Paragraphs K- 5	Words in Context 4 - 5
<i>Open Court Reading:</i> -Phonological and Phonemic Awareness/Warm Ups - Alphabetic knowledge/blending - Dictation - Decodables -Word Building	<i>Words Their Way</i> , Baer, Invernezzi, Johnston & Templeton • word sorts <i>Making Words</i> , Pat Cunningham Word Wall Work • high frequency words	<i>Classroom Connections;</i> <i>Confronting the Spelling Frontier</i> , Vicki Fairchild Crain	<i>Words, Words, Words</i> , Janet Allen Vocabulary related to the interdisciplinary units

--*Words Their Way*, Baer, Invernizzi, Johnston & Templeton. This resource provides a “hands-on” way to manipulate word features in a way that allows the student to generalize beyond the isolated, individual examples to entire groups of words that work in the same way. *Words Their Way* provides active exploration that examines words to discover patterns, regularities, and the rules of English needed to read and write. Secondly, *Words Their Way* increases the knowledge of words – the spelling and meaning of individual words.

--*Classroom Connections, Conquering the Spelling Frontier*, Vicki Fairchild Crain
This brief article serves as a means to teach spelling related goals:

- a) Students need to look closely at print.
- b) Students need to look at words in the context of their own writing.
- c) Purposeful opportunities for spelling.
- d) Students need to have ownership of their learning.

--*Making Words: Enhancing the Invented Spelling and Decoding Connection*, by Patricia Cunningham. This multi-level, hands-on spelling resource and practice allows the students additional growth in manipulating words by sorting and building while discovering patterns and practicing spelling rules. Students are given individual letters to use to make words, much like Scrabble. All of the letters ultimately build one specific large word, but the process of inquiry leading up to the large word allows for a great deal of practice with easy, medium and difficult words.

“Words in Context” from *Words, Words, Words*, by Janet Allen is a spelling and vocabulary activity that examines syllables, affixes and bases and how they determining the meaning of words.

Resources

- ✓ *Word Matters*, Pinnell & Fountas
- ✓ *Open Court Phonics Kits*
- ✓ *Words Their Way*, Bear, Invernizzi, Templeton & Johnson
- ✓ *Guiding Readers and Writers*, Pinnell & Fountas
- ✓ *Spelling Through Phonics*, McCracken & McCracken
- ✓ *Words, Words, Words*, Janet Allen
- ✓ *Making Words*, Patricia Cunningham
- ✓ *Nifty Fifty Thrifty & Big Words for Big Kids*

Artifacts

- ✓ Guided Reading lesson
- ✓ Open Court Phonics Kits activities
- ✓ “Word Their Way” activities
- ✓ Word Wall

DAILY ORAL LANGUAGE

Rationale

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

Procedure

Steps:

- 1.) Collect a piece of student work or sample from the STAR, CAHSEE, PSAT, SAT as authentic samples to teach editing and revision skills.
- 2.) During a group discussion, errors are identified and corrections are made through the use of the six traits rubrics.
- 3.) Learners explain the reasons for each correction. Any corrections missed by the learners are identified and explained by the educator.

Stage 1	Stage 2	Stage 3 "Best Practice"
<ul style="list-style-type: none">•Canned program•Boring, isolated and not much transfer to learner's individual writing•Whole class 10 minutes	<ul style="list-style-type: none">•Text examples are taken from the learner's work.•Learners begin using the conventions rubric during the self-editing, peer editing and educator editing processes.•Less boring, less of an isolated task and more transferability to the learners writing•Whole class, 10 minute	<ul style="list-style-type: none">•D.O.L. is no longer an isolated activity. Learners routinely practice editing skills through the use of the conventions rubric.• This practice has become personalized, completed through the self-editing, peer editing and educator-learner writing conferences and embedded within the Writing Workshop• This practice is no longer a whole class activity and has become deeply embedded within the daily class work.

Resources

- ✓ *Daily Oral Language*, Instructional Fair, Inc.
- ✓ Anecdotal notes
- ✓ Conventions rubric

Artifacts

- ✓ Minilesson notes from the Writer's Notebook
- ✓ Learner's revised and edited text on overheads or paper

K-5 Language Arts Instructional Guidelines and Resources

Guideline	Resources
Read Aloud (comprehension strategies)	<u>Reading for Meaning</u> Debbie Miller (K-3) <u>Strategies that Work</u> Stephanie Harvey & Anne Goudvis (3-6) <u>The Art of Teaching Reading</u> Calkins <u>The Read Aloud Handbook</u> Trelease <u>Snapshots</u> Hoyt <u>Revisit Review, Retell</u> Hoyt <u>Nonfiction Matters</u> Harvey & Goudvis
Literacy Work Stations	<u>Guided Reading, Good First Teaching for All</u> Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grades 3-6 Fountas and Pinnell <u>What Are the Other Kids Doing?</u> –Donna Marriott <u>Literacy Work Stations</u> -Debbie Diller (K-2) <u>Practice with Purpose</u> -Debbie Diller (3-6) <u>Take To Your Seat Centers</u> - Evan Moor (K-5) Multiple copies of books with tapes Listening Centers
Shared Reading	Reading A-Z Big Books-Scholastic/Wright Group (K-3) <u>Yellow Brick Roads</u> Janet Allen (4-5) <u>Guided Reading, Good First Teaching for All</u> Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grades 3-6 Fountas and Pinnell
Guided Reading	<u>Guided Reading, Good First Teaching for All</u> -Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grade 3-6-Fountas and Pinnell <u>Making the Most of Small Groups</u> - Debbie Diller Scholastic Guided Reading Books Time For Kids Ranger Rick Rigby P.M. Starters- leveled text Sundance Leveled Books www.readinga-z.com Scholastic Guided Reading Practice Packs
Literature Circles	<u>Literature Circles</u> -Harvey Daniels (2-5) Begin with 1 st grade in Feb. <u>Mini-Lessons for Literature Circles</u> Harvey Daniels
Independent Reading	<u>Guided Reading, Good First Teaching for All</u> Fountas and Pinnell (K-2) <u>Guiding Readers and Writers</u> Grades 3-6 Fountas and Pinnell Leveled classroom library * Scholastic High Frequency Readers (K-2)

Shared Inquiry	Class set of books from Great Books
Mini-Lessons Reading/Writing Workshop	CA standards <u>The Art of Teaching Reading</u> Calkins <u>The Art of Teaching Writing</u> Calkins <u>Craft Lessons, Teaching Writing K-8</u> Fletcher <u>Guiding Readers and Writers Grades 3-6</u> Fountas and Pinnell <u>Great Source Write Spot</u> (K) <u>Write One</u> (1) <u>Write Away</u> (2-3) <u>Writer's Express</u> (4-5) <u>Write Traits Box</u> * (K-5) <u>Units of Study-Lucy Calkins</u> (K-2 & 3-6) <u>Lessons That Change Writers</u> Atwell (4-5) <u>Let's Write-</u> Nancy Areglado & Mary Dill (K-2) <u>Total Qualities of Writing</u> (Ralph Fletcher) (3-6)
Independent Writing	<u>Great Source-Write Spot</u> (K) <u>Write One</u> (1) <u>Write Away</u> (2) <u>Write Away</u> (3) <u>Writer's Express</u> (4-5) <u>Write Traits Box</u> * (K-5) <u>Units of Study-Lucy Calkins</u> (K-5) <u>Lessons That Change Writers</u> Nancie Atwell (4-5) <u>Let's Write</u> (K-2) <u>Total Qualities of Writing</u> (Ralph Fletcher) (3-6)
Guided Writing	<u>Scaffolding Young Writers: A Writer's Workshop Approach</u> , Dorn & Soffos <u>The Art of Teaching Writing</u> Calkins <u>Guiding Readers and Writers</u> Fountas and Pinnell (3-6)
Interactive Writing	<u>Interactive Writing</u> McCarrier & Pinnell <u>Getting the Most Out of Morning Message and other Shared Writing Lessons</u> -Carleen Dacruz Payne & Mary Browning Schulman
Grammar/DOL	<u>Daily Oral Language</u> Instructional Fair (1-5) <u>Great Source-Write One</u> (K-1) <u>Write Away</u> (2-3) <u>Writer's Express</u> (4-5)
Word Work ○ Spelling ○ Paragraph ○ Words ○ Their Way ○ High	<u>Words, Words, Words</u> Janet Allen (4-12) <u>First 1000 Word list</u> * (K-8) <u>Word Families</u> -Judy Lynch (K-2) <u>Making Words</u> Cunningham (2-5) <u>Making Big Words</u> Cunningham (2-5) <u>www.readinga-z.com</u> (K-5) <u>Open Court Phonics Kits</u> K-3

<p>Frequency Words- Word Wall</p> <ul style="list-style-type: none"> ○ Words in Context (4-5) ○ Making Words 	<p><u>Words Their Way</u> Baer, Invernizzi, Johnston, & Templeton (K-6)</p>
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Appendix V:
Aspire Plan to Transition to
Common Core State Standards

CCSS DRAFT Roll-Out Timeline

Overview:

Knowing that at the end of the 2014-2015 school year California and Tennessee students will take new assessments based on the CCSS:

2012-2014 – Learning and Planning Year

2013-2014– Build Tools and Pilot Ideas as necessary around:

- IGs
- Pacing guides
- Assessments
- Text adoption (where appropriate)

2014-2015 – Use the tools

Work Done To Date and Notes on Work to Come:

Pacing Guides

- K-5 ELA Pacing Guides have been drafted and will be piloted in Memphis this coming school year (2013-2014) .
- K/1 Teachers in California who are interested can also pilot the draft Pacing Guides.
- 2-5 Teachers in California are advised to remain focused on the CST since that will be the test our students in CA take at the end of next year
- K-5 Math Pacing Guides in a PILOT will follow the Stepping Stones curriculum and guides. See <http://www.origoeducation.com/steppingstones>
- 6-12 Pacing Guides will be drafted in 2013-2014 once new texts have been adopted (where appropriate).
- Note, while teachers will pilot, we don't advise purchasing entire school sets of any curriculum until we have run the pilots and vetted the options.

Assessments

- K-5 ELA and Math Common FORMATIVE Assessments will be written over the course of this coming year and piloted in Memphis as they are written
- Since, in California, all of our students will take the CST in the spring of 2014, teachers will not use these assessments this year. Interested K/1 Teachers may pilot them. ***(Would like to outsource this – Funding? Who? When?)***
- 6-12 Assessments will be drafted in 2013-2014. ***(Would like to outsource this –Funding? Who? When?)***
- All K-12 Summative or “Pre CCSS” tests like our current “Pre CST” tests will be drafted after many more of the release questions and sample assessments are available.

Instructional Guidelines

- We will make any/all revisions to the IGs in 2013-2014.
- We anticipate that the IGs may not need an enormous overhaul but they will need to emphasize some IGs more than others in order to align with the CCSS goals.

2013-2014 Goals:

By June 2014 (for implementation across Aspire in Fall 2014):

- Content Coach Teams have a shared language and deep understanding of CCSS
- Aspire IG's are aligned w/ CCSS
- Aspire Pacing Guides are aligned w/ CCSS
- Aspire assessments will be aligned w/ CCSS assessments
- Exploration and piloting of texts to adopt. (Unwise to purchase whole school sets of curriculum until after the first CCSS results are back and we can

analyze. Please see the table of optional curriculum attached separately.)

- Summer Training for New and Veteran Teachers on CCSS

Action Step	Timeline (target date)	Roles (RAPID)	Resources Needed	Specifics of Implementation	Measures of success
Build Coach Capacity...help coaches become and feel like experts on CCSS	<ul style="list-style-type: none"> • Check-in Jan 2014 • Aim for on or before April 2014 coach meeting 	R: CC coaches I: all coaches A: JN/MP D: CC Coaches P: CC Coaches	<ul style="list-style-type: none"> • Materials, time for PD, PD budget 	<ul style="list-style-type: none"> • CCSS Leads will work with Coach Directors to use Regional and Common Coach meeting time for coaches to learn about CCSS • Run strategic pilots 	<ul style="list-style-type: none"> • Coach confidence and ability to lead PD about CCSS • Resources readily available and easy to find on the Purple Planet
CCSS Driver at each site	<ul style="list-style-type: none"> • June 2013 	Principals and coaches recommend/nominate	<ul style="list-style-type: none"> • CCSS Driver job description • Budget 	<ul style="list-style-type: none"> • CCSS Coaches: email Principals w/ timeline and selection criteria • Make selection criteria 	<ul style="list-style-type: none"> • Job description and criteria complete and approved • Budget allocated
	<ul style="list-style-type: none"> • Aug. 2014 on onward 	R: CC Coaches I: all coaches A: JN/MP D: CC Coaches P: CC Coaches		<ul style="list-style-type: none"> • Principal nominate Common Core Drivers by July 1st, 2013 • Develop CCSS Driver PD meeting calendar for 2013-2014 • Meet twice in first semester 2013-2014 school year • Run strategic pilots • Share current CCSS articles w/ sites 	<ul style="list-style-type: none"> • We have CCSS Drivers at each site (2 for secondary – 1 ELA & 1 Math) • CCSS Drivers meet and understand their role for 2013-2014 school year

Action Step	Timeline (target date)	Lead Person(s)	Resources Needed	Specifics of Implementation	Measures of success
Revise IG's	-Present to July 2013	All coaches	<ul style="list-style-type: none"> IGs, CCSS 	<ul style="list-style-type: none"> Do an initial revision of IG's and map current IGs to CC Shifts as able If possible, focus on particular IG's at NTT that are well-aligned w/ the CC Shifts 	<ul style="list-style-type: none"> IG's are better aligned w/ CCSS
	<ul style="list-style-type: none"> July 2013 to April 1, 2014 	R: CC coaches I: all Coaches, teachers, principals A: ED D: JN/MP P: all Coaches	<ul style="list-style-type: none"> IGs, CCSS 	<ul style="list-style-type: none"> Complete IG revisions including addition of meta-cognitive reflection Have a focus group outside of coach team that would advise the revision process (buy in, not surprised) – maybe meet twice with this advisory panel of leads/principals Change name of IG's to AIM (if agreed by all – collaborative process) A brainstorm session for how best to communicate changes to the seasoned teachers/school – CC Driver drives the work Communicate revisions to schools Create systems to onboard all teachers (via CCSS Driver) ID common IGs across disciplines Establish foundational IG's Set up monthly PD times at each site for CC Driver and possibly a coach to present Identify what we can learn from our Memphis schools' early work in K-5 	<ul style="list-style-type: none"> IG's are revised by June 2014 IG name is finalized Sites begin implementing plan for on-boarding of new "IG's"
	April 1, 2014 to May 31, 2014	R: CC coaches I: all coaches, teachers, principals A: JN/MP D: CC Coaches P: all Coaches		<ul style="list-style-type: none"> Deliver new AIM product to K-5 and 6-12 teachers Provide sample schedules that show how AIMS can be implemented 	<ul style="list-style-type: none"> Sites begin implementing plan for on-boarding of new "IG's"
Action Step	Timeline (target date)	Lead Person(s)	Resources Needed	Specifics of Implementation	Measures of success
Revise Pacing Guides**	<ul style="list-style-type: none"> April 2014- June 2014 	R: CC coaches I: all coaches,	<ul style="list-style-type: none"> New texts 	<ul style="list-style-type: none"> Identify what we can learn from our Memphis schools' early work in K-5 	<ul style="list-style-type: none"> Pacing Guides are better aligned w/ CCSS

	<ul style="list-style-type: none"> • First deep CCSS revision by June 2014 	teachers, principals A: JN/MP D: CC Coaches P: all Coaches	<ul style="list-style-type: none"> • Current Pacing Guides and • CCSS Assessments 	<ul style="list-style-type: none"> • Prioritize where to start • Explore and pilot possible texts to adopt • Teams discuss proposed changes • Agree on roles in the work • Set timeline 	after revision process <ul style="list-style-type: none"> • Pacing Guides are revised by June 2014
Develop the Assessments**	<ul style="list-style-type: none"> • Draft 1 by June 2014 used in 2014-2015 • Revise by June 2015 for use in 2015-2016 	<ul style="list-style-type: none"> • ED: item bank w/ CC Coaches • Assessment designing: RAPID TBD in Oct 	<ul style="list-style-type: none"> • Revised Pacing Guides and • CCSS Assessments • Assessment banks 	<ul style="list-style-type: none"> • Purchase an assessment Item Bank • Pilot some of the formative assessments that our Memphis schools will use • Use data base of test questions • Released CCSS assessments or questions 	<ul style="list-style-type: none"> • Interims/Benchmarks are better aligned w/ CCSS after revision process • Interims/Benchmarks are revised by June 2014 • Even better aligned in June 2015
Aspire-Wide PD on CCSS	<ul style="list-style-type: none"> • From 2013 Lead Retreat onward 	R: CC coaches I: CC Drivers, all coaches, teachers, principals A: ED D: CIA/CC Coach P: CC Drivers, all Coaches	<ul style="list-style-type: none"> • CCSS 	<ul style="list-style-type: none"> • Strategically use PD time to build teacher/Lead capacity with and understanding of CCSS • NTT 2013: Ben does PD around CCSS and Domain 2 • At least 1 Follow up Training on CCSS Shifts • Consider SEL and growth mindset in students for Aspire-wide PD days • CCSS Drivers lead PD 1x/month at sites • (For 2014 school year: Cohorts/ PLC's: led by veterans/master teachers) 	<ul style="list-style-type: none"> • 2-4 Aspire Wide PD's get good feedback from teachers • Teachers feel more comfortable w/ CCSS • Initial shifts in practice begin • Resources readily available and easy to find on the Purple Planet
Text/Materials Adoption	<ul style="list-style-type: none"> • Beginning June 2013 and onward 	R: CC Coach I: Teachers, all coaches, KK A: ED D: MP/JN P: CC Coach	<ul style="list-style-type: none"> • Text/Material options • Adoption Process for each content and elementary/secondary 	<ul style="list-style-type: none"> • Vet curriculum that is aligned w/ Common Core • Create and implement adoption process (use 6-12 Math/Science process as a starting point) 	<ul style="list-style-type: none"> • Process established • Aligned texts and materials in K-12 Math and K-12 ELA • Site-level buy-in • Teacher use adopted texts/ materials
Action Step	Timeline (target date)	Lead Person(s)	Resources Needed	Specifics of Implementation	Measures of success
Common Core Messaging to create buy-in	<ul style="list-style-type: none"> • 2013 Summer Lead Retreat and onward 	R: CC coaches I: CC Drivers, all coaches, teachers, principals A: ED D: CIA/CC Coach		<ul style="list-style-type: none"> • Address change management and build leaders' capacity to manage change • Reinforce the ways that CCSS is aligned w/ AIR (shrink the change) • Share plan 	<ul style="list-style-type: none"> • Teammate Survey • PD Surveys

		P: ED, CC Drivers, all Coaches				
LDC/MDC Incubation	<ul style="list-style-type: none"> • Begin June 2013 through June 2014 	MDC R: CIA I: all Coaches A: ED/AF D: CIA P: all coaches, teachers	LDC R: CIA I: JG A: ED, principal, AF D: CIA, JG P: CIA, teachers		<ul style="list-style-type: none"> • Incubate LDC/MDC at selected sites • Participate in LDC/MDC collaboration • LDC: create CCSS aligned units of study using the LDC planning modules 	<ul style="list-style-type: none"> • Level of rigor of LDC modules after peer jurying • MDC?
Pilot Teachers	<ul style="list-style-type: none"> • Fall 2013-Spring 2014 	Parameters: R: ED I: A: D: ED P:	Teacher Selection and running the process: R: CC Coaches A: ED P: CC Coaches and teachers I: Principals, teachers D: Area Supes		<ul style="list-style-type: none"> • K/1 pilots at various sites • Other sites/teachers at ED discretion 	<ul style="list-style-type: none"> •

****It will be imperative that the whole coach team participate in developing and co-writing each of these pieces. This means CCSS Leads cannot do the work alone and that coaches cannot take a backseat. It will be a collaborative effort. This might look like an entire K-5 (or 6-12) content team sitting down to look at an IG (or Pacing Guide) and talking thoroughly about how to better align it w/ CCSS. The CCSS Lead will then take those notes that represent everyone's voice and type them up and send them out for more feedback.**

Other Questions:

- What is the role of Area Supes & Principals?
- Who is driving the development of Area Supes & Principals?
- Who, how, when on communicating ownership structure? Attach to this document?

- **Who will write assessments? Outsource? Funding?**

RAPID Decision-Making Roles Explanation:

- **“R”** stands for “recommender”—the person who initiates or drives the process. The “R” is the “go to” person who sticks with the process from start to finish, ensures that others understand what they need to do, and keep things moving along. In other words, the “R” does most of the work to secure the decision.
- **“I”** stands for “input.” An “I” must be consulted before a decision is made. Although an “I” has the right to be heard, he or she does not have a vote or a veto. Including someone as an “I” says that the organization values his or her opinion.
- **“A”** stands for an individual who needs to “agree with” or “approve” a decision. An “A” is essentially an “I” with more power; an “A” has a vote and a veto. Naming someone an “A” means that the organization needs their support. Generally, the more people with an “A,” the more time and effort it takes to make a decision.
- **“D”** means “decide.” The “D” has final authority, and is the only individual who can commit the organization to action—hiring someone, spending money, or making a legally-binding agreement. Things get done only after the “D” gives the okay. Generally, the “D” is one person. But if, for example, a board of directors has a parliamentary voting structure, then the “D” would mean the group of people who constitute the winning vote.
- **“P”** stands for “perform.” This is a person who carries out the decision once it has been made. Often, an individual who is a “P” is also an “I.” You’ve no doubt heard at least one person say something like, “This is a mess. If only they had asked me before they decided. I could have told them . . .” It’s unlikely that a “P” who is also an “I” will feel the need to say that.



Appendix VI:
Mapping of Previous ELD Standards
to Instructional Guidelines

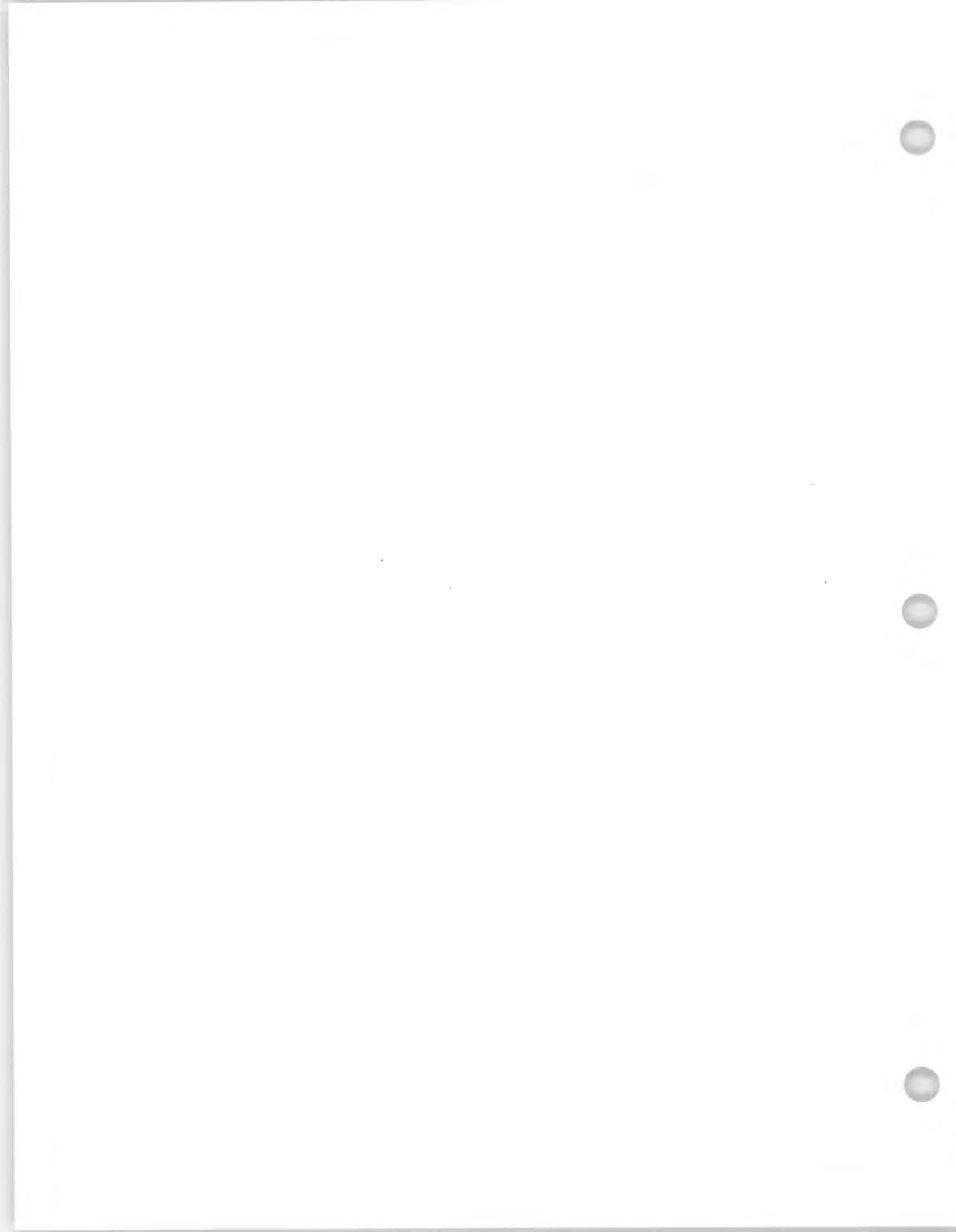
Map of English Language Development Standards to Aspire Instructional Guidelines

Listening & Speaking Substrand	Standard – Beginning ELD Level	Strategies
Comprehension	<p>Answer simple questions with one-to-two word responses.</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 go 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>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>

	Recognize the difference between the use of the first-and-third person points of view in phrases or simple sentences.	
Reading	Standard – Intermediate ELD Level	Strategies
Phonemic Awareness and Decoding and Word Recognition	Produce English phonemes while reading aloud. Recognize sound/symbol relationships and basic word formation rules in written text (e.g., basic syllabication rules and phonics). Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas.	Mini-lesson Word Work Read aloud Guided reading 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.	Guided Reading Read aloud Minilessons

	Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.	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
Reading Comprehension	Standard – Advanced ELD Level	Strategies
Comprehension and Analysis of 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	Develop a clear thesis and support it by using analogies, quotations,	Spelling paragraph

Focus	and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.	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



Appendix VII:
Aspire 504 Procedures

Part I: Quick and Basic 504 Process Procedures

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

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

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

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

504 Accommodation Plan Process Steps (done at least annually)

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

Discipline Steps for Students with 504s

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

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

Section 504 Process and Procedure Guide: Introduction

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

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

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

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

Part I: Basic 504 Process Procedures

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

Part II: Detailed 504 Process Procedures

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

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

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

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

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

Part I: Quick and Basic 504 Process Procedures

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

- 1) Referral comes in from SST/RtI/Parent OR annual 504 is due
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- 4) Meeting Scheduled (within 30 days of permission received back from parents)
- 5) Parent Invite Sent and Returned (Invite sent at least 14 days prior to meeting)

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

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

504 Accommodation Plan Process Steps (done at least annually)

- 1) Necessary identifying information filled out on student and team
- 2) Purpose of plan checked (initial or review)
- 3) Due Process rights given, discussed if necessary and signed for by parent
- 4) Data/Information Reviewed
- 5) Write the plan
- 6) Parent agreement or disagreement (refer to Director of Student Services)
- 7) Signatures and documentation
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Discipline Steps for Students with 504s

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

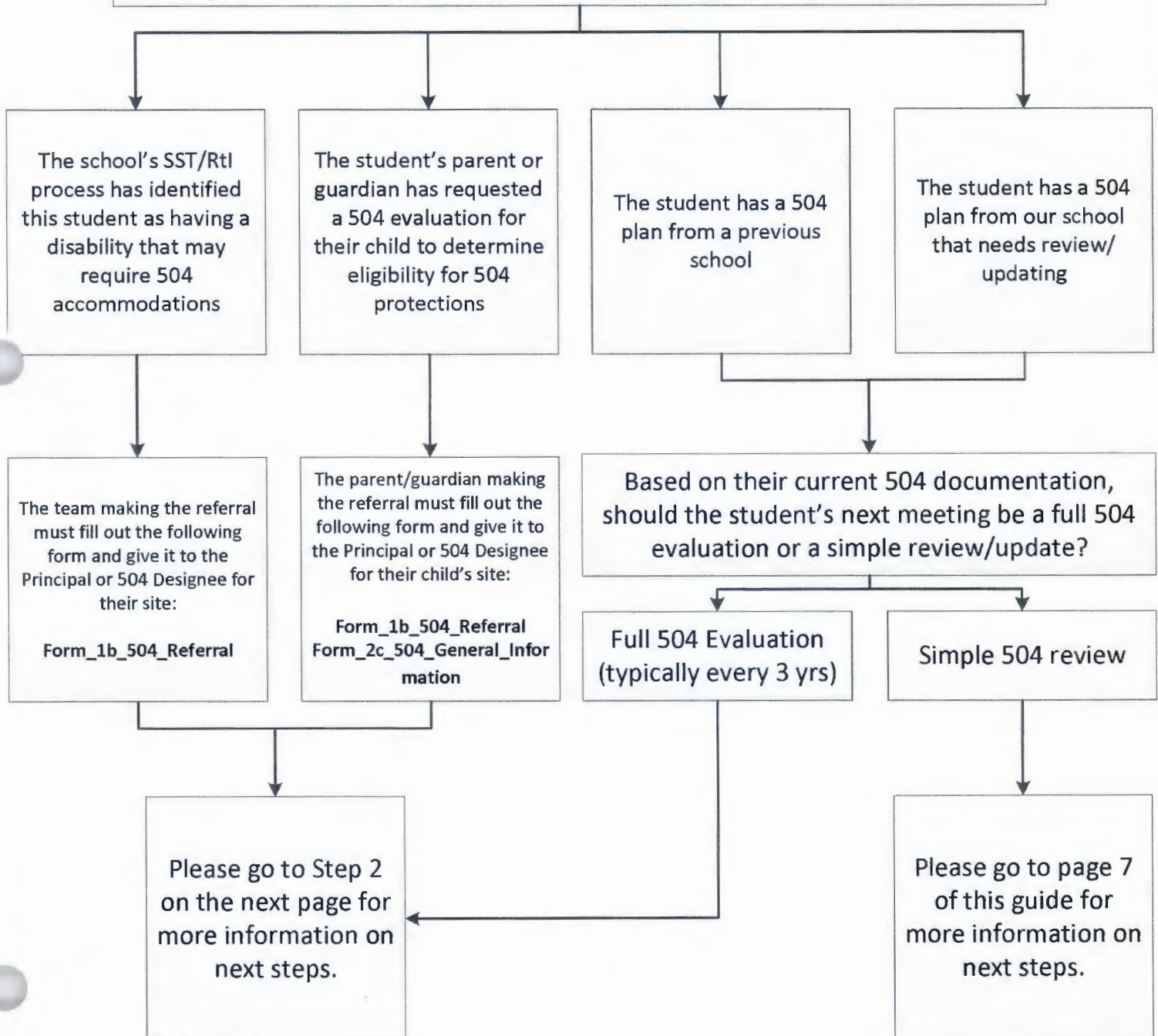
Need more information on any of these steps? Check out the other process and procedure guides!

Pre - 504 Meeting Process Steps

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

Step 1: 504 Referral

Why is the 504 process being started for this student?



Step 2: Determine Evaluation Evidence Needed

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

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

Step 3: Parent Permission for Evaluation

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

Form_2a_504_Parent_Permission
Form_2c_504_General_Information
Form_2d_504_Release_of_Information

Parent/Guardian returns forms with permission to evaluate

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

Parent/Guardian does not return forms

Step 4: Meeting Scheduling and Parent Invitation

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

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

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

Form_4_504_Parent_Invite

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

Send the following form to the parents:

Form_2e_504_Parent_Permission_Refusal

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

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

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

Document attempts to contact parents.

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

Form_2e_504_Parent_Permission_Refusal

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

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

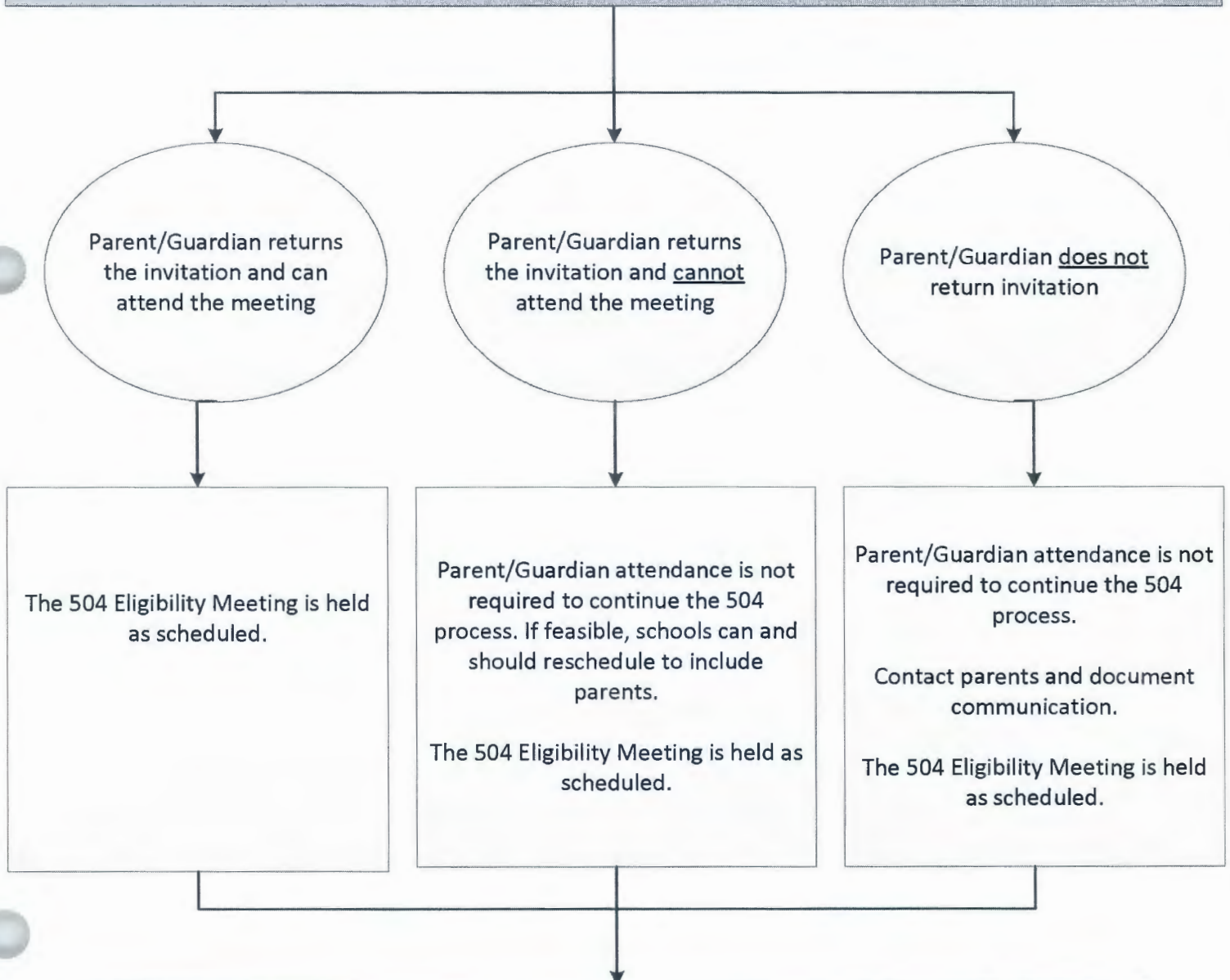
Continue to page 3 for next steps.

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

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

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

Step 6: Final Scheduling the Meeting



Go to Page 4 for 504 Eligibility Determination Meeting Process

504 Eligibility Determination Meeting Process Steps

The Basics of 504 Eligibility Determinations:

The 504 Team meets and uses Form_5a_504_Eligibility Determination to determine whether or not there is **documented evidence** of the following:

1) The student has a diagnosed disability

AND

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

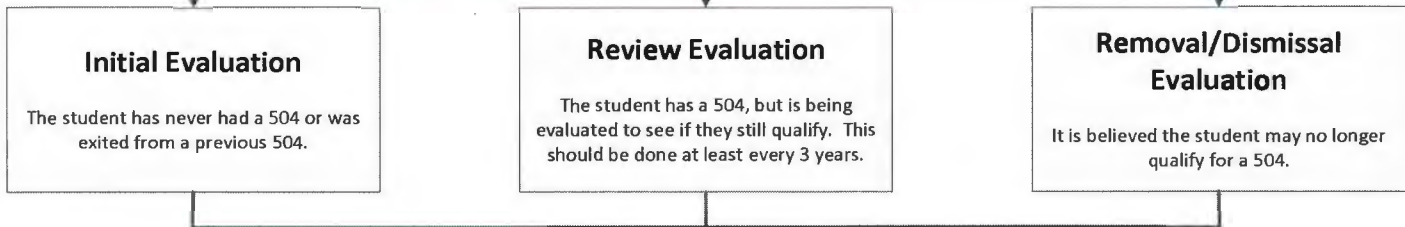
If you have questions about the basics of 504 eligibility, please contact the Director of Student Services! You are not alone ☺

For all 504 Eligibility Determinations, the following form should be used:
Form_5a_504_Eligibility_Determination_form

Step 1: Fill Out Necessary Identifying Information

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

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



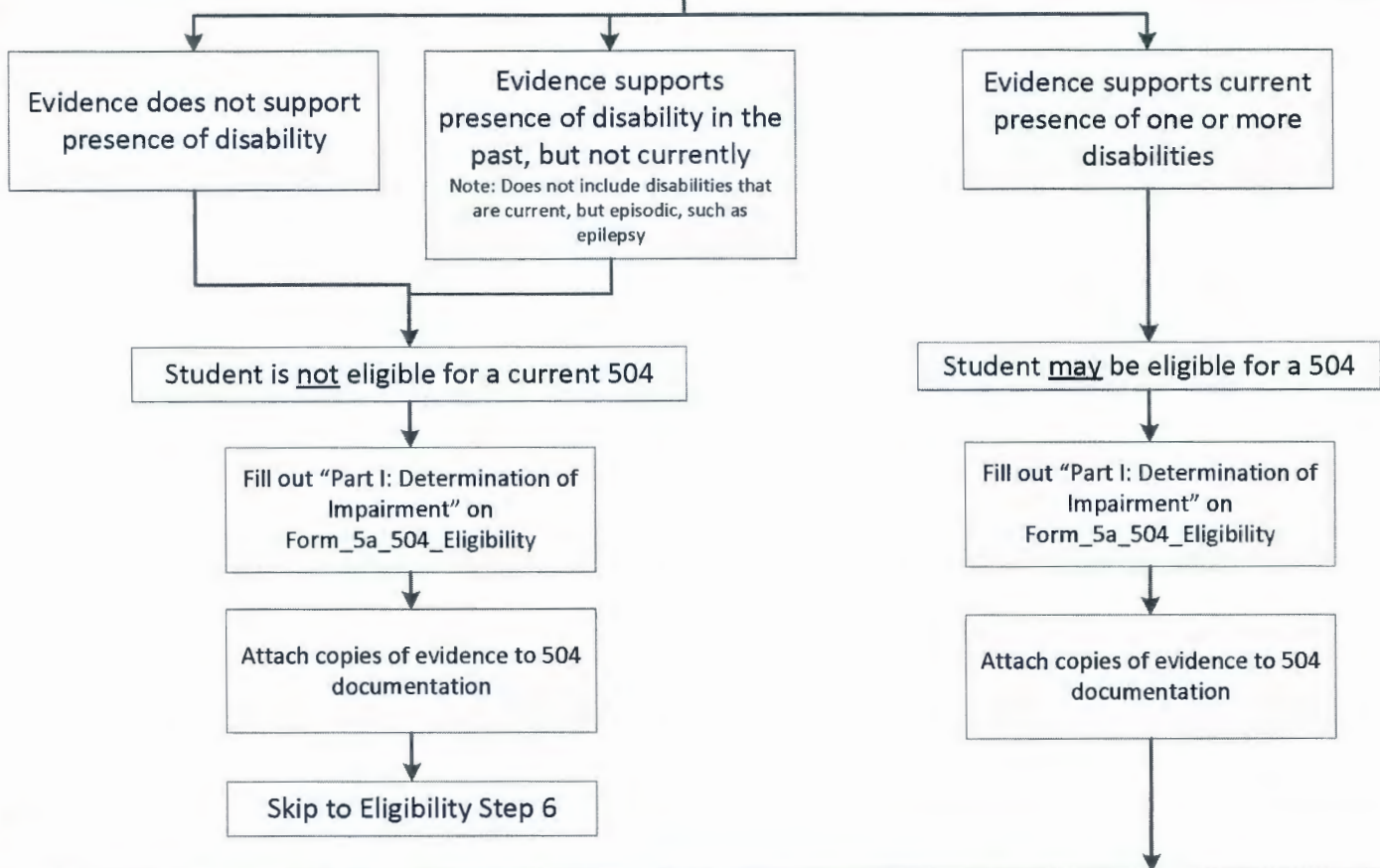
Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights
This form prints out at the end of Form_5a_504_Eligibility document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5a_504_Eligibility_Determination that they have received their Due Process Rights

Continue to page 5

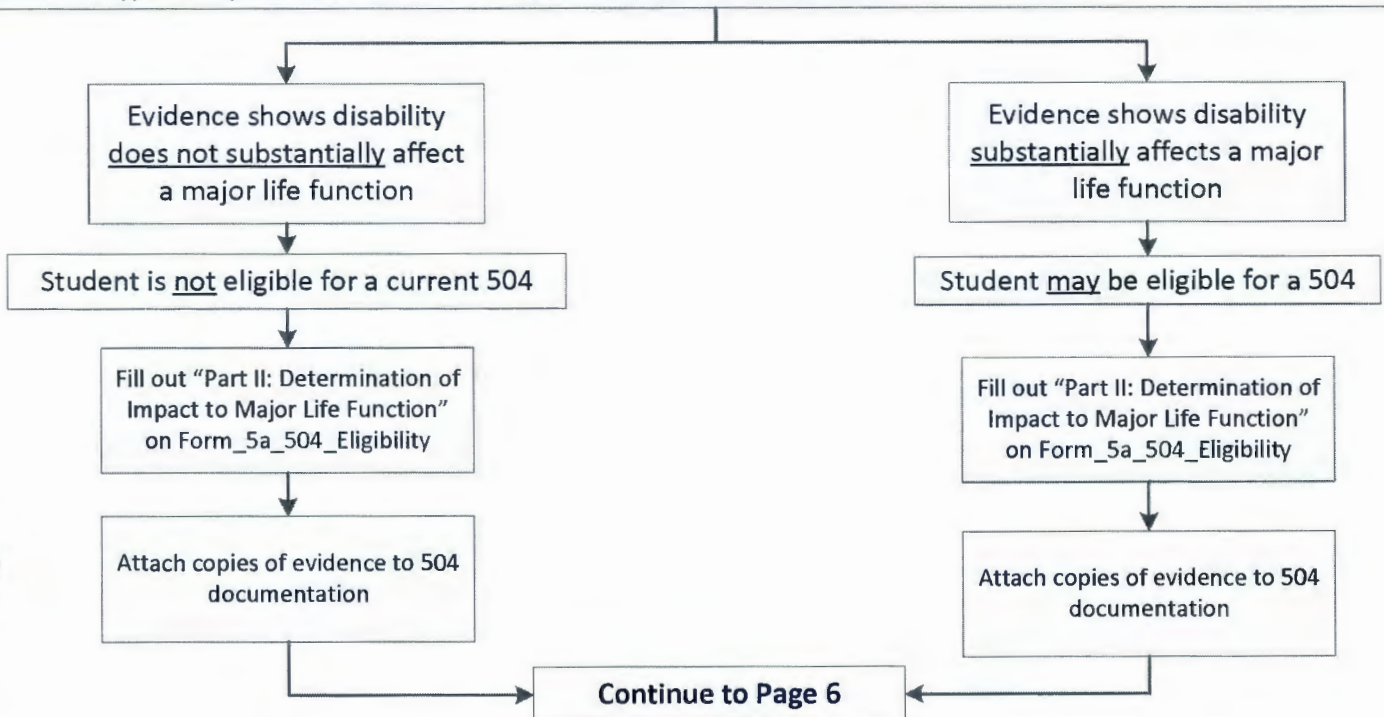
Step 4: Review the Evidence of Disability



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

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

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



Step 6: 504 Eligibility Decision

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

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

Parents agree with the 504 Team's decision

Parents disagree with the 504 Team's decision

Parents disagree with the 504 Team's decision

Parents agree with the 504 Team's decision

Continue to accommodate for student utilizing normal school-based accommodations

Refer the parent to the Director of Student Services immediately

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

Step 7: Signatures and Documentation

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

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

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

504 Accommodation Plan Review Process Steps

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

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

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

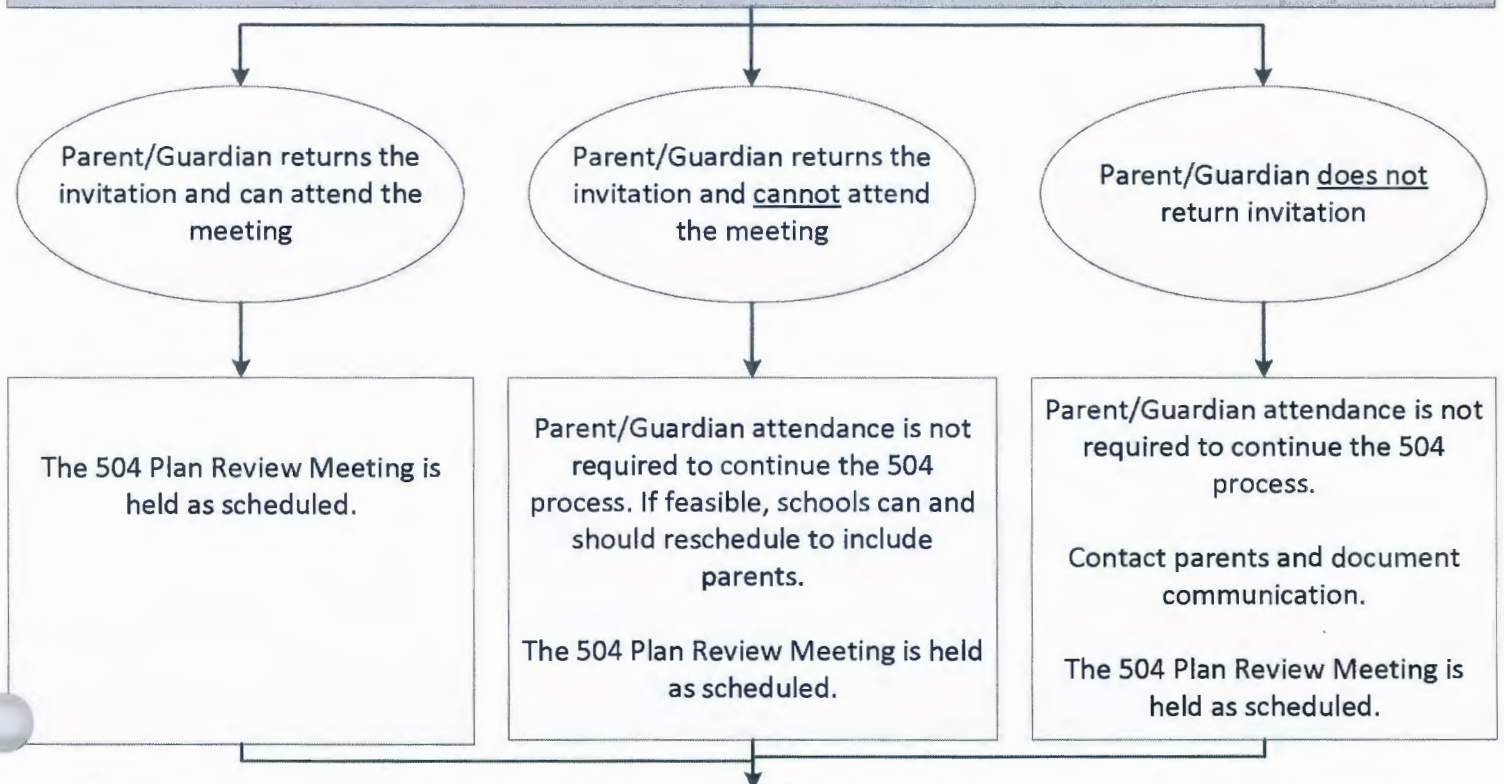
Form_4_504_Parent_Invite

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

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

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

Pre-504 Meeting Step 6: Final Scheduling the Meeting



Go to Page 8 for 504 Accommodation Plan Process Steps

504 Accommodation Plan Process Steps

The Basics of 504 Accommodation Plans:

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

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

For all 504 Accommodation Plans, the following form should be used:

Form_5b_504_Plan

Step 1: Fill Out Necessary Identifying Information

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

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



Step 3: Due Process Rights

Give Parents a Copy of their Due Process Rights
This form prints out at the end of Form_5b_504_Plan document, but you may also print it out separately as Form_2b_504_Due_Process_Rights

Have parents sign on the appropriate line of Form_5b_504_Plan that they have received their Due Process Rights

Continue to page 9

Step 4: Data/Information Reviewed

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

Step 5: Writing the Plan

The Basics of 504 Accommodation Plans:

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

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

Parents agree with the 504 accommodation plan as written

Parents disagree with the 504 accommodation plan as written

Continue to accommodate for student utilizing normal school-based accommodations

Refer the parent to the Director of Student Services immediately

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

Step 5: Signatures

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

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

Continue to page 10

Step 6: Plan Implementation

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

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

Step 7: Progress Monitoring/Review

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

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

Pre-504 Meeting Step 1: 504 Referral

Pick the following choice

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

Appendix VIII:
Proof of LEA SELPA Membership



EL DORADO COUNTY CHARTER SPECIAL EDUCATION LOCAL PLAN AREA

VICKI L. BARBER, Ed.D., Superintendent
EMI JOHNSON, SELPA Director

December 12, 2008

Oakland Public Schools
1025 Second Ave.
Oakland, CA 94606-2212

To Whom It May Concern:

For the purposes of special education Millsmont Charter School is an LEA with the El Dorado County Charter SELPA. They have been participating in the SELPA since July 1, 2006.

Aspire Millsmont is now, and has been, fully compliant with the policies and procedures of the El Dorado County Charter.

Special education forms, policies, etc. are available for the district to review.

Please feel free to contact me if you have any questions. It is a pleasure to work with the Millsmont Charter School and the ASPIRE Public Schools.

Sincerely,

Emi Johnson
SELPA Director

/ds

Appendix IX:
Board of Directors Biographies

Aspire Public Schools Board of Directors Biographies

Jonathan Garfinkel, TPG Capital

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

Bill Hughson, President & CEO, IntegraMed Fertility

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

Beth Hunkapiller, Board Chair, Educator & Administrator

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

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

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

Steven L. Merrill, Venture Capitalist

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

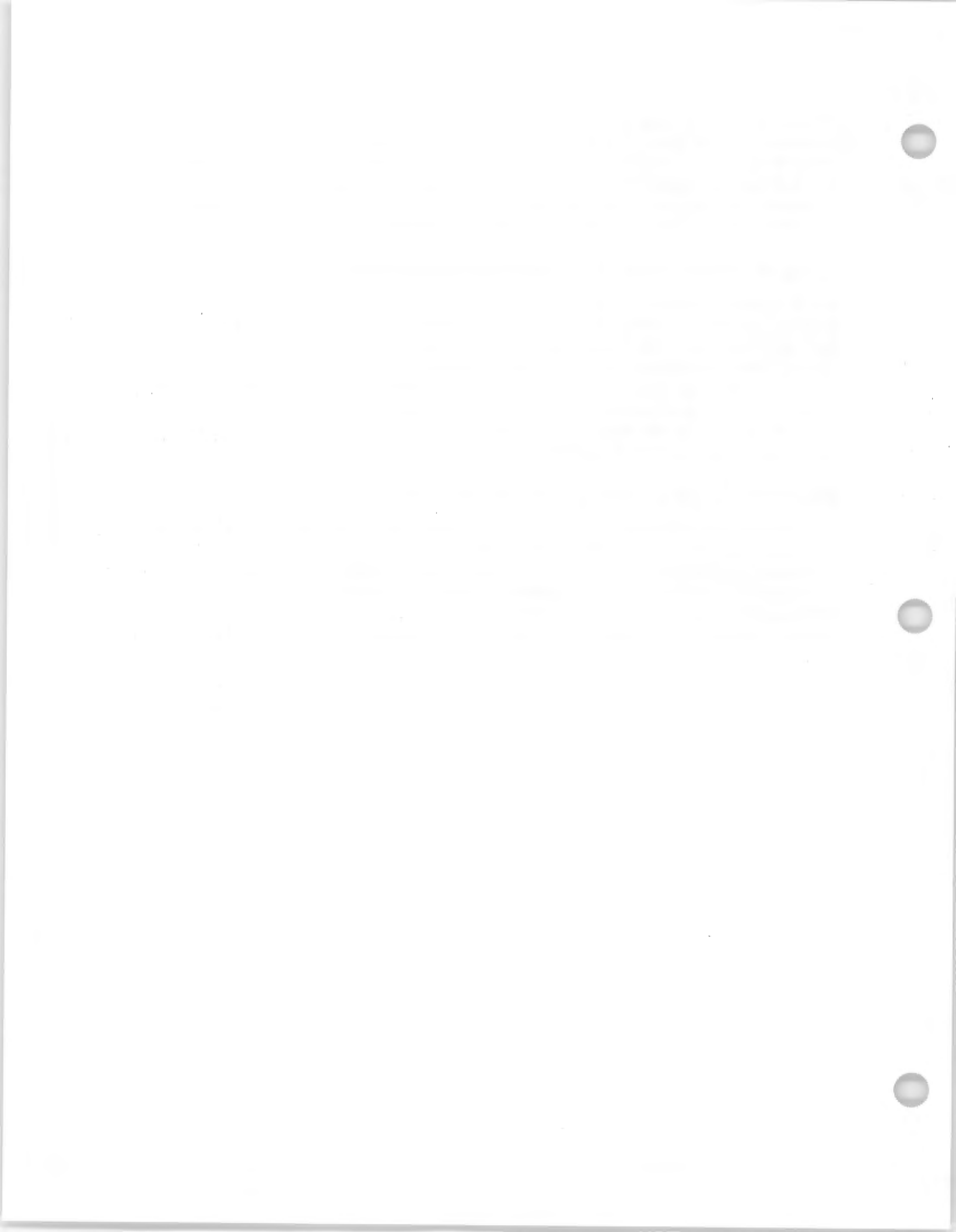
Corporation in 1976 and managed this very successful venture activity until 1980 when he formed Merrill, Pickard, Anderson & Eyre (MPAE), a privately held venture capital partnership. He was chairman of the Board of Trustees of Town School for Boys, a member of the Committee to Restore the San Francisco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

Louise Muhlfeld Patterson, Human Resources Executive

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

Richard C. Spalding, Kearny Venture Partners

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



Appendix X:
Proof of Tax-exempt Status

Internal Revenue Service

Date: January 24, 2006

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

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

Person to Contact:
Ms. Lumpkins # 31-08344
Customer Service Representative
Toll Free Telephone Number:
877-829-5500
Federal Identification Number:
94-3311088

Dear Sir:

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

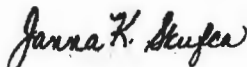
In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

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

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

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

Sincerely,



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

Appendix XI:
Aspire Articles of Incorporation, Bylaws,
and Conflict of Interest Code

2158316

A0742630

FILED *Emm*
Secretary of State
State of California

JUN 24 2013
icc

CERTIFICATE OF AMENDMENT AND RESTATEMENT
OF THE
ARTICLES OF INCORPORATION

James Willcox and James Cleveland certify that:

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

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

DATED: 6/20/2013, 2013

James Willcox
James Willcox, Chief Executive Officer

DATED: 6/20/2013, 2013

James Cleveland
James Cleveland, Secretary

ARTICLES OF INCORPORATION
OF
ASPIRE PUBLIC SCHOOLS

ARTICLE I

The name of this corporation is Aspire Public Schools.

ARTICLE II

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

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

ARTICLE III

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

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

ARTICLE IV

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

[Faint, illegible text, possibly a stamp or signature]

[Faint, illegible text, possibly a stamp or signature]



I hereby certify that the foregoing transcript of 3 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

JUN 25 2013

Date:

gm

Debra Bowen
DEBRA BOWEN, Secretary of State

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

ARTICLE 1: OFFICES

Section 1.1 Principal Office

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

Section 1.2 Other Offices

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

ARTICLE 2: OBJECTIVES AND PURPOSES

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

ARTICLE 3: DEDICATION OF ASSETS

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

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

ARTICLE 4: NO MEMBERS

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

ARTICLE 5: DIRECTORS

Section 5.1 Powers

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

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

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

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

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

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

Section 5.2 Number of Directors

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

Section 5.3 Board of Directors; Term of Office.

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

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

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

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

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

Section 5.4 Compensation of Directors

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

Section 5.5 Restriction on Employee Directors

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

Section 5.6 Non-Liability of Directors

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

Section 5.7 Contracts with Non-Director Designated Employees

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

Section 5.8 Compliance with Laws Governing Student Records

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

Section 5.9 Non-Discrimination

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

ARTICLE 6: CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 6.1 Place of Meetings

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

Section 6.2 Meetings; Annual Meeting

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

Section 6.3 Regular Meetings

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

Section 6.4 Special Meetings

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

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

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

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

Section 6.5 Quorum

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

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

Section 6.6 Telephone Conference Meetings

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

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

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

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

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

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

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

Section 6.7 Adjournment

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

ARTICLE 7: NON-CALIFORNIA CHARTER SCHOOL RELATED MEETINGS

Section 7.1 Place of Board of Directors Meetings

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

Section 7.2 Meetings by Telephone or Other Telecommunications Equipment

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

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

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

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

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

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

Section 7.3 Annual and Regular Meetings

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

Section 7.4 Authority to Call Special Meetings

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

Section 7.5 Notice of Meetings

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

Section 7.6 Waiver of Notice and Consent to Hold Meetings

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

Section 7.7 Action Without Meeting

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

ARTICLE 8: COMMITTEES

Section 8.1 Committees of Directors

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

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

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

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

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

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

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

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

Section 8.2 Executive Committee

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

Section 8.3 Compensation Committee and Compensation Review

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

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

Section 8.4 Audit Committee

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

Section 8.5 Advisory Committees

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

Section 8.6 Meeting and Action of Committees

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

ARTICLE 9: OFFICERS

Section 9.1 Officers

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

Section 9.2 Election of Officers

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

Section 9.3 Removal of Officers

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

Section 9.4 Resignation of Officers

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

Section 9.5 Vacancies in Office

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

Section 9.6 Responsibilities of Officers

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

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

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

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

ARTICLE 10: RECORDS AND REPORTS

Section 10.1 Maintenance of Articles and Bylaws

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

Section 10.2 Maintenance of Other Corporate Records

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

Section 10.3 Inspection by Directors

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

Section 10.4 Annual Report

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

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted for particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any transaction during the previous fiscal year involving more than \$50,000 in which the Corporation (or its parent or subsidiaries, if any) was a party and in which any Director or Officer of the Corporation has a direct or indirect financial interest, or any of a number of such transactions in which the same person had a direct or indirect financial interest and which transactions in the aggregate involved more than \$50,000; and
- (f) Any other information required under these Bylaws.

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

Section 10.5 Financial Audit

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

ARTICLE 11: INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 11.1 Right to Indemnification

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

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

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

Section 11.2 Insurance

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

ARTICLE 12: CONTRACTS AND LOANS WITH DIRECTORS AND OFFICERS

Section 12.1 Contracts with Directors and Officers

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

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

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

Section 12.2 Loans to Directors and Officers

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

ARTICLE 13: FISCAL YEAR

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

ARTICLE 14: AMENDMENTS

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

ARTICLE 15: CONSTRUCTION AND DEFINITIONS

Section 15.1 Construction and Definitions

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

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

Section 15.2 Electronic Transmission

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

CERTIFICATE OF SECRETARY

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

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

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

By:
Its: Interim Secretary

EXHIBIT A

MEMBERS OF THE BOARD OF DIRECTORS

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

CONFLICT-OF-INTEREST CODE FOR THE

ASPIRE PUBLIC SCHOOLS

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

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

**APPENDIX A
DESIGNATED POSITIONS**

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

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

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

APPENDIX B
DISCLOSURE CATEGORIES

Category I:

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

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

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

For purposes of this conflict-of-interest code:

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

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

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

Appendix XII:
Uniform Complaint Procedures



Uniform Complaint Procedure Policy

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

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

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

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

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

A pupil fee is a fee, deposit, or other charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

This document also applies to the filing of complaints which allege unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code section 200 and 220 and Government Code section 11135, including those with actual or perceived characteristics such as age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, disability, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by a local agency, which is funded directly by, or that receives or benefits from any state financial assistance.

The following complaints shall be referred to other agencies for appropriate resolution and are not subject to our UCP process set forth in this document unless these procedures are made applicable by separate interagency agreements:

1. Allegations of child abuse shall be referred to County Dept. of Social Services (DSS), Protective Services Division or appropriate law enforcement agency (or equivalent in the State of Tennessee.)
2. Health and safety complaints regarding a Child Development Program shall be referred to Dept. of Social Services for licensed facilities, and to the appropriate Child Development regional administrator for licensing-exempt facilities (or equivalent in the State of Tennessee.)
3. Employment discrimination complaints shall be sent to the State Dept. of Fair Employment and Housing (DFEH, or equivalent in the State of Tennessee.)
4. Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE, or equivalent in the State of Tennessee.)

The responsibilities of the Aspire Public Schools

Aspire Public Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations. We shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation, bullying and charging pupil fees for participation in an educational activity and seek to resolve those complaints in accordance with our UCP procedures.

In regards to complaints of noncompliance with laws relating to pupil fees, if Aspire Public Schools finds merit in a complaint a remedy will be provided to all affected pupils, parents and guardians, that, where applicable, will include reasonable efforts by Aspire Public Schools to ensure full reimbursement to all affected pupils, parents and guardians.

Our UCP policies shall ensure that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, and bullying remain confidential as appropriate.

The person responsible for receiving and investigating complaints and ensuring our compliance with state and federal laws and regulations is:

In California:

Aspire Public Schools
ATTN: Director of Student Services
1001 – 22nd Avenue, Suite 100
Oakland, CA 94606

In Tennessee:

Aspire Public Schools
ATTN: Executive Director
516 Tennessee St., Ste. 406
Memphis, TN 38103

We ensure that the person above, who is responsible for compliance and/or investigations, is knowledgeable about the laws/programs that he/she is assigned to investigate. Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school.

We shall annually notify in writing our pupils, employees, parents or guardians of our pupils, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties of our UCP process regarding an alleged violation by a local agency of federal or state law or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees. The UCP Annual Notice will be disseminated to all of the six required groups each year and will include information on how to appeal to the CDE. An appeal is a request made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower adjudicating body's decision.

Our UCP Annual Notice shall also advise the recipient of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation, and bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3. Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.

A copy of this UCP complaint policies and procedures document shall be available free of charge.

Filing a complaint with the Aspire Public Schools

Emergency or urgent facilities conditions that pose a threat to the health or safety of pupils or staff, and teacher vacancies or misassignments, and complaints that allege discrimination, harassment, intimidation, and bullying, any individual, public agency or organization may file a written complaint with our district superintendent or his or her designee alleging a matter which, if true, would constitute a violation by our LEA of federal or state law or regulation governing a

program. A complaint of noncompliance with laws relating to pupil fees may be filed with the principal of a school under the Uniform Complaint Procedures and may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

An investigation of alleged unlawful discrimination, harassment, intimidation, and bullying shall be initiated by filing a complaint no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, and bullying. The time for filing may be extended in writing by our district superintendent or his or her designee, upon written request by the complainant setting forth the reasons for the extension. The period for filing may be extended by our superintendent or his or her designee for good cause for a period not to exceed 90 calendar days following the expiration of the six-month time period. Our superintendent shall respond immediately upon a receipt of a request for extension.

The complaint shall be filed by one who alleges that he or she has personally suffered unlawful discrimination, harassment, intimidation, and bullying or by one who believes an individual or any specific class of individuals has been subjected to discrimination, harassment, intimidation, and bullying prohibited by this part.

An investigation of a discrimination, harassment, intimidation, and bullying complaint shall be conducted in a manner that protects confidentiality of the parties and maintains the integrity of the process.

Within 60 calendar days from the date of the receipt of the complaint, we shall conduct and complete an investigation of the complaint in accordance with our UCP policies and procedures and prepare a written Decision; also known as a final report. This time period may be extended by written agreement of the complainant.

The investigation shall include an opportunity for the complainant, or the complainant's representative, or both, to present the complaint(s) and evidence or information leading to evidence to support the allegations of non-compliance with state and federal laws and/or regulations.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by Aspire Public Schools to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We shall issue a Decision based on the evidence. The Decision shall be in writing and sent to the complainant within 60 calendar days from receipt of the complaint by the local educational agency. The Decision should contain:

- (i) the findings of fact based on the evidence gathered,

- (ii) conclusion of law,
- (iii) disposition of the complaint,
- (iv) the rationale for such disposition,
- (v) corrective actions, if any are warranted,
- (vi) notice of the complainant's right to appeal our LEA Decision to the CDE, and
- (vii) procedures to be followed for initiating an appeal to the CDE.

Nothing in this document shall prohibit anyone involved in the complaint from utilizing alternative methods to resolve the allegations, such as mediation. Nor are we prohibited from resolving complaints prior to the formal filing of a written complaint. Mediation is a problem solving activity whereby a third party assists the parties to the dispute in resolving the complaint.

Aspire reserves the right to modify locations for receipt of forms as necessary.



College for Certain

COMMUNITY COMPLAINT FORM

Name _____

Address _____

Telephone _____ **(day)**

_____ **(evening)**

1 School site and person you are filing a complaint against:

2 Has this been discussed with him/her? Y ___ N ___ Date:

3 Has the complaint been discussed with the principal or supervisor? Y ___ N ___ Date:

Description of Complaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

What remedy or action do you suggest?

Signature _____

Date _____

Date received by Aspire Home Office _____



Appendix XIII:
Discrimination and Harassment Policy



Discrimination/Harassment Policy

Aspire Public Schools ("Aspire") shall not discriminate on the basis of the characteristics listed in Education Code 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). Aspire's programs and activities shall be free from discrimination including harassment with respect to ethnic group, religion, gender, sexual orientation, color, race, national origin and physical or mental disability.

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

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

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

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

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

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

At the start of each school year, this policy will be included in each Annual Notification and will be made available at each school site.



Discrimination/Harassment Complaint Procedure

Any parent or student who believes that the student has been subjected to discrimination (including harassment) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability, in any Aspire Public Schools' ("Aspire") program or activity may file a complaint under this procedure.

Aspire prohibits retaliation in any form for the filing of a complaint, the reporting or instances of discrimination, or for participation in complaint procedures.

Aspire acknowledges and respects students' and employees' rights to privacy. Complaints shall be investigated in a manner that protects these rights. The identity of any complainant shall be kept confidential as appropriate.

The Chief Executive Officer shall ensure that employees designated to receive and investigate complaints are knowledgeable about applicable laws and regulations. Such employee may have access to legal counsel as determined by the Chief Executive Officer or designee.

How to File a Complaint

Aspire schools are committed to providing a safe learning environment for all students. Any student who believes that he/she has been subjected to discrimination, or harassment (including bullying, intimidation, or retaliation) based on race, color, national origin, religion, gender, sexual orientation, or physical or mental disability in any Aspire program or activity should immediately contact the school principal to file a complaint. Any parent can contact the school principal to file a discrimination/harassment complaint on behalf of their child. The following steps will be taken when a complaint is filed:

Procedures

1. The principal or designee shall promptly investigate all complaints of discrimination or harassment in a confidential, and respectful manner. In doing so, he/she shall talk individually with:
 - The student who is complaining
 - The person accused
 - Anyone who saw the incident or conduct take place
 - Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence, and put his/her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
 - The Chief Executive Officer or designee
 - The parent/guardian of the student who complained
 - The parent/guardian of the person accused of the discrimination or harassing conduct
 - The school resource officer(s)

- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth
 - Child protective agencies responsible for investigating child abuse reports
 - Legal counsel for Aspire
4. When the parent or student who complained and the person accused so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
 5. In reaching a decision about the complaint, the principal or designee may take into account:
 - Statements made by the persons identified above
 - The details and consistency of each person's account
 - Evidence of how the complaining student reacted to the incident
 - Evidence of past instances of discrimination or harassment by the accused person
 - Evidence of past complaints
 6. If the principal or designee determines that discrimination/harassment has taken place, he/she will take immediate action to protect the safety of the student who has been discriminated against or harassed. To judge the severity of harassment, the principal may take into consideration:
 - How the misconduct affected one or more students' education
 - The type, frequency, and duration of the misconduct
 - The number of persons involved
 - The age and sex of the person accused of harassment
 - The subject(s) of harassment
 - The place and situation where the incident occurred
 - Other incidents at the school, including incidents of discrimination/harassment
 7. If the principal or designee determines that discrimination/harassment has taken place, he/she will take every step necessary (during and/or following the investigation, as appropriate) to prevent further discrimination/harassment. For example, a review of policy with students and staff and/or letter(s) to parents may be among the steps taken.
 8. Within 10 days of receiving the complaint, the principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused. If he/she verifies that discrimination/harassment occurred, this report shall describe the actions he/she took to end the harassment, address the effects of the discrimination or harassment on the person who was subject to it, and prevent retaliation or further discrimination or harassment.
 9. The principal or designee shall give the Chief Executive Officer or designee a written report of the complaint and investigation. Within two weeks after issuing his/her findings, the principal or designee shall determine whether or not the student who complained has been further harassed or discriminated against. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

Appendix XIV:
Principal Biography

*Ms. Jessica Chacon – Principal
Aspire Millsmont Academy*

Ms. Jessica Chacon comes to us with experience from both inside and outside of Aspire Public Schools. She began her teaching career in Philadelphia where she was a part of Teach for America. Ms. Chacón taught at our sister school in East Palo Alto, Aspire: East Palo Alto Charter Academy for four years. She left Aspire to pursue her administrative credentials through New Leaders for New Schools where she led schools in both San José and Richmond. Ms. Chacón holds a BA from University of Texas, and a Master Degree in Education from St. Joseph's University in Philadelphia. In addition, Ms. Chacón has served as an adjunct professor at Alliant University. She is bilingual in English and Spanish.

Appendix XV:
Educator Evaluation Tools

Aspire Instructional Rubric (AIR)

2013-2014

Domain 1: Data-Driven Planning and Assessment	
Standards	Indicators
1.1 Establish standards-based learning objectives for instructional plans	A) Selection of learning objectives
	B) Measurability of learning objectives through summative assessments
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences
	B) Creating cognitively engaging learning experiences for students
1.3 Use student data to guide planning	A) Lesson design guided by data
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills
	B) Addresses common content misconceptions
1.5 Design assessments to ensure student mastery.	A) Selection and progression of formative assessments
	B) Planned response to formative assessment data
Domain 2: Classroom Learning Environment	
2.1 Create a classroom/community culture of learning	A) Value of effort and challenge
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection.	A) Behavioral expectations
	B) Response to behavior
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A) Interactions between teacher and students
	B) Student interactions with each other
2.4 Use smooth and efficient transitions, routines, and procedures to maintain instructional momentum	A) Routines, procedures, and transitions
Domain 3: Instruction	
3.1 Communicate learning objectives to students	A) Communication of the learning objectives of the lesson
	B) Connections to prior and future learning experiences
	C) Criteria for success
3.2 Facilitates Instructional Cycle	A) Executes lesson cycle
	B) Cognitive level of student learning experience
3.3 Implementation of instructional strategies	A) Questioning
	B) Academic discourse
	C) Group structures
	D) Resources and instructional materials
3.4 During lesson, teacher makes effective instructional decisions based on formative assessments	A) Checking for students' understanding and adjusting instruction
	B) Feedback to students
	C) Self-monitoring

Aspire Instructional Rubric (AIR)

2013-2014

Domain 4: Professional Responsibilities	
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Accuracy
	B) Use in future planning
	C) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks
Domain 5: Partnerships, Family and Community	
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Establish standards-based learning objectives and assessments	A) Selection of learning objectives	Learning objective(s) are missing a specific level of cognition (Bloom's Level) or content. AND Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) are missing either a specific level of cognition (Bloom's Level) or content. OR Learning objective(s) are misaligned with progress toward mastery of content standards.	Learning objective(s) include both a specific level of cognition (Bloom's Level) and content. AND Learning objective(s) are aligned to and progress toward mastery of content standards.	All of level 3 and... Learning objective(s) exceed level of cognitive demand (Bloom's Level) required by content standards.
	B) Measurability of learning objectives through summative assessments	Culminating lesson assessment does not measure the independent mastery of the learning objective(s).	Culminating lesson assessment measures the independent mastery of the learning objective(s) but only uses general criteria for measuring success.	Culminating lesson assessment measures the independent mastery of the learning objective(s) and uses specific criteria for measuring success.	All of level 3 and... AND is measured by multiple methods.
1.2 Organize instructional plans to promote standards-based, cognitively engaging learning for students	A) Designing and sequencing of learning experiences	The design of the learning experiences is not aligned to the learning objective(s). AND Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is not aligned to the learning objective(s). OR Learning experiences are not sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility.	The design of the learning experiences is aligned to the learning objective(s). AND The design of the learning experiences is sequenced to enable students to demonstrate independent mastery of the learning objective(s) through the gradual release of responsibility. AND The design of the learning experiences is differentiated to meet the needs of subgroups of students.
	B) Creating cognitively engaging learning experiences for students	Instructional plans do not provide opportunity for cognitively engaging learning experiences at students' various ZPD levels throughout the lesson cycle.	The teacher inconsistently plans cognitively engaging learning experiences at students' various ZPD levels throughout the lesson cycle. OR Instructional plans include cognitively engaging learning experiences at students' various ZPD levels but without appropriate time and support throughout the lesson cycle.	Instructional plans include cognitively engaging learning experiences at students' various ZPD levels throughout the lesson cycle and each learning experience provides appropriate time and support.	All of level 3 and... Instructional plans provide differentiated cognitively engaging learning experiences at students' various ZPD levels for subgroups of students.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Use student data to guide planning	A) Lesson design guided by data	The teacher does not use student data to guide or inform planning.	The teacher uses student data to inform planning of content organization or instructional strategies. OR The teacher uses student data to inform planning that meets the needs of the whole class.	The teacher uses student data to inform planning of content organization and instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students.	The teacher uses student data to inform planning of content organization and instructional strategies. AND The teacher uses student data to inform planning that meets the needs of subgroups of students. AND The teacher cites instructional strategies to meet the needs of individual students.
1.4 Use knowledge of subject matter content/skills and learning processes to plan for student learning	A) Knowledge of subject matter to identify pre-requisite knowledge & skills	The teacher does not accurately identify or address the prerequisite knowledge and skills to achieve the standard/learning objective(s). OR The teacher does not include opportunities to activate prerequisite knowledge. OR The teacher does not include strategies to address potential gaps for the whole class of students.	The teacher identifies some prerequisite knowledge and skills to achieve the standard/learning objective(s), but key prerequisite knowledge may not be identified. OR The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for the whole class of students.	The teacher accurately identifies the prerequisite knowledge and skills to achieve the standard/learning objective(s). AND The teacher includes opportunities to activate prerequisite knowledge. AND The teacher includes strategies to address potential gaps for subgroups of students.	All of level 3 and... The teacher includes strategies to address potential gaps for individual students.
	B) Addresses common content misconceptions	The teacher does not anticipate common student content misconceptions and does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student content misconceptions but does not include strategies to ensure students recognize and address these misconceptions to master the standard/learning objective(s).	The teacher anticipates common student content misconceptions and includes strategies that ensure students recognize and address these misconceptions to master the standard/learning objective(s).	All of level 3 and... The teacher includes opportunities for students to uncover and correct their own content misconceptions.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">1.5 Design assessments to ensure student mastery</p>	<p style="text-align: center;">A) Selection and progression of formative assessments</p>	<p>Formative assessments are not aligned to the learning objective(s). OR Formative assessments are not planned.</p>	<p>The formative assessments are inconsistently aligned to the learning objective(s). OR Formative assessments do not yield actionable data. OR Formative assessments are planned for a single component of the lesson cycle.</p>	<p>Different types of formative assessments are selected to yield actionable data about progress towards mastery of the learning objective(s). AND Formative assessments are planned for different components of the lesson cycle, progressing toward student mastery of the learning objective(s).</p>	<p>All of level 3 and... The formative assessments are differentiated to yield actionable data about subgroups of students.</p>
	<p style="text-align: center;">B) Planned response to formative assessment data</p>	<p>The teacher has not planned to adjust instruction based on the data from formative assessments.</p>	<p>The teacher inconsistently plans to adjust instruction based on the data from formative assessments.</p>	<p>The teacher plans to adjust instruction based on the data from each formative assessment.</p>	<p>All of level 3 and... The teacher articulates how students will be involved in establishing next steps.</p>

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Creates a classroom/community culture of learning	A. Value of effort and challenge	The teacher's words and actions provide little or no encouragement for academic learning or convey low expectations for student effort. Students do not consistently persist in completing assigned work.	The teacher's words and actions emphasize compliance and completion of work. Students seek to complete tasks without consistent focus on learning or persistence toward quality work.	The teacher's words and actions promote belief in student ability and high expectations for student effort. Students consistently expend effort to learn and persist in producing high quality work.	All of level 3 and... Students assume responsibility or take initiative for producing high quality work, holding themselves, and each other, to high standards of performance.
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A. Behavioral expectations	It is evident that the teacher did not teach standards for student behavior. OR Student behavior does not contribute to an academic environment.	The teacher inconsistently communicates standards for student behavior. OR Student behavior inconsistently contributes to an academic environment.	The teacher consistently communicates clear, high standards for student behavior. AND Student behavior consistently contributes to an academic environment.	The teacher has established clear, high standards for student behavior. Without being prompted, students articulate or demonstrate high behavioral expectations that support the classroom's academic environment.
	B. Response to behavior	The teacher does not respond to misbehavior when necessary, or the response is repressive or disrespectful of student dignity.	The teacher's verbal or non-verbal response to student behavior is inconsistent. OR Teacher's verbal or non-verbal response is focused on the whole-class. OR Teacher emphasizes consequences over positive reinforcement.	The teacher's verbal or non-verbal response to student behavior is consistent, respectful, proactive, and includes redirection, feedback or positive reinforcement to specific students.	Classroom exhibits no need for teachers or students to redirect negative behavior. OR Students appropriately respond to, redirect, provide feedback, or provide positive reinforcement to each other's behavior.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students	The teacher's interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students in the class. OR Students exhibit disrespect for the teacher.	The teacher's interactions with students inconsistently demonstrate respect and positivity, are inconsistently appropriate for the age and needs of students, or inconsistently support student growth. OR Students inconsistently exhibit respect for the teacher.	The teacher's interactions with students are respectful, positive, and appropriate for the age and needs of the students and support student growth. AND Students exhibit respect for the teacher.	All of level 3 and... The teacher's interactions demonstrate a positive rapport with individual students.
	B. Student interactions with each other	Student interactions are impolite and disrespectful, which interferes with learning for some students.	Student interactions are generally polite and respectful, but students do not support each other's learning.	Student interactions are polite and respectful, and students support each other's learning.	Student interactions are polite and respectful, and students support each other's learning. AND Students encourage each other individually.
2.4 Use smooth and efficient transitions, routines, and procedures	A. Routines, procedures, and transitions	The teacher has not established or does not implement routines, procedures, and transitions, resulting in a loss of instructional time.	The teacher has established some routines, procedures, and transitions; however, some may be missing or inconsistently implemented, resulting in the loss of instructional time.	The teacher has established and implements routines, procedures, and transitions that maximize instructional time.	All of level 3 and... With minimal prompting, students effectively facilitate some routines, procedures, and transitions.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Communicate learning objectives to students	A. Communication of the learning objectives of the lesson	The teacher does not explain the learning objective(s).	The teacher explains the learning objective(s) but does not refer to the objective(s) throughout the lesson. OR Students cannot articulate what they are expected to learn.	The teacher explains the learning objective(s) and refers back to it throughout the lesson. AND Students are able to articulate what they are expected to learn.	All of level 3 and... Students are able to articulate the relevance of the learning objective(s) within or outside of the discipline.
	B. Connections to prior and future learning experiences	The teacher does not make connections between current learning objective(s) and the students' prior or future learning.	The teacher makes connections between the current learning objective(s) and the students' prior <i>or</i> future learning. OR The teacher makes connections to prior <i>and</i> future learning but the connections are vague or based on connections to assessments and grades.	The teacher makes connections between the current learning objective(s) and the students' prior <i>and</i> future learning to further student understanding of the content material.	The teacher facilitates as students build connections between the current learning objective(s) and their prior <i>and</i> future learning.
	C. Criteria for success	The teacher does not mention criteria for successfully demonstrating attainment of the learning objective(s).	The teacher mentions but does not clearly explain the criteria for successfully demonstrating attainment of the learning objective(s). Exemplars and models are not provided.	The teacher clearly articulates the criteria for successfully demonstrating attainment of the lesson objective(s) and provides exemplars and models. AND Students are able to articulate the criteria for successfully demonstrating attainment of the learning objective(s).	All of level 3 and... The teacher solicits student discussion to define or affirm the criteria for successfully demonstrating attainment of the learning objective(s).
3.2 Facilitates Instructional Cycle	A. Executes lesson cycle	The teacher executes a lesson cycle that is inappropriately paced. AND The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes a lesson cycle that is inappropriately paced. OR The teacher does not execute a lesson cycle that gradually releases responsibility.	The teacher executes an appropriately paced lesson cycle that gradually releases responsibility so that students can independently master the learning objective(s).	All of level 3 and... To address the needs of subgroups or an individual student, the teacher adapts pacing or the release of responsibility.
	B. Cognitive Level of Student Learning Experiences	Learning experiences are not cognitively engaging (at students' various ZPD levels). OR Learning experiences do not match the level of rigor required to attain mastery of the standard/learning objective(s).	Some learning experiences are cognitively engaging (at students' various ZPD levels). OR Some learning experiences match the level of standard/learning objectives.	Learning experiences throughout the lesson cycle are cognitively engaging (at students' various ZPD levels). AND Learning experiences consistently match the level of rigor required to attain mastery of the standard/learning objective(s).	All of level 3 and... Learning experiences require student thinking that exceeds the level of cognition or increases the level of challenge required by the standard/learning objective(s).

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Implementation of instructional strategies	A. Questioning	The teacher poses few questions to students. OR The teacher does not scaffold questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is not used.	The teacher poses questions to a small number of students. OR The teacher inconsistently scaffolds questions toward cognitive challenge and mastery of the learning objective(s). OR Wait time is used inconsistently.	The teacher poses questions to a wide range of students that are scaffolded toward cognitive challenge and mastery of the learning objective(s). AND The teacher uses strategies to enable students to correctly answer questions and extend or justify their thinking. AND Wait time is used consistently.	All of Level 3 and... Students pose questions that require cognitive challenge. OR Students initiate questions to further their own or other students' understanding of the content.
	B. Academic Discourse	The teacher does not require students to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR The teacher provides minimal opportunities for student discussion.	The teacher inconsistently requires students in whole class or small group conversations to use academic vocabulary, discuss academic ideas, or justify their reasoning. OR Academic discourse is limited to a small number of students.	The teacher facilitates conversations in whole class and small group settings that require all students to consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.	Students facilitate whole class or small group discussions and consistently use academic vocabulary, discuss academic ideas, and justify their reasoning.
	C. Group structures	The structure and size of grouping arrangements do not move students toward mastery of the learning objective(s).	The structure and size of grouping arrangements inconsistently move students toward mastery of the learning objective(s). OR Students inconsistently participate within all group structures.	The structure and size of grouping arrangements move students toward mastery of the learning objective(s). AND Students actively participate within all group structures.	All of level 3 and... Students support each other to work through challenging activities and hold themselves and each other accountable for individual or group work that leads to mastery of the learning objective.
	D. Resources and instructional materials	Resources and instructional materials are unsuitable to the lesson objective(s), distract from or interfere with student learning, or do not promote cognitive engagement.	Resources and instructional materials are partially suitable to the lesson objective(s). Resources and materials only partially promote cognitive engagement.	Resources and instructional materials are suitable to the lesson objective(s), support attainment of the learning objective(s), and require cognitive engagement.	All of level 3 and... Students choose, adapt, or create materials to extend learning.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
3.4 Monitoring student learning during instruction	A. Checking for understanding and adjusting instruction	<p>The teacher does not check for students' understanding of the learning objectives during the lesson.</p> <p>OR</p> <p>The teacher does not adjust instruction based on the data.</p>	<p>The teacher inconsistently checks for understanding throughout the lesson cycle. OR</p> <p>The checks do not yield actionable data on students' progress toward the learning objective(s).</p> <p>OR</p> <p>The teacher inconsistently or ineffectively adjusts instruction based on the data.</p>	<p>The teacher checks for understanding using different techniques throughout the lesson cycle to yield actionable data on students' progress toward mastery of the learning objective(s).</p> <p>AND</p> <p>The teacher adjusts whole-class instruction based on the data to meet students' learning needs as necessary.</p>	<p>All of level 3 and...</p> <p>The teacher implements differentiated instruction and continued checks for understanding based on the progress of individual students or subgroups toward mastery of the learning objective(s).</p>
	B. Feedback to students	<p>The teacher does not provide feedback to students.</p> <p>OR</p> <p>Feedback does not advance students toward mastery of the learning objective(s).</p>	<p>The teacher provides feedback but not throughout the lesson.</p> <p>OR</p> <p>Feedback inconsistently advances students toward attainment of the learning objective(s).</p>	<p>The teacher provides feedback throughout the lesson cycle that is specific and timely.</p> <p>AND</p> <p>Feedback consistently advances students toward attainment of the learning objective(s).</p>	<p>The teacher provides feedback throughout the lesson cycle that is specific and timely.</p> <p>AND</p> <p>Feedback consistently advances students toward attainment of the learning objective(s).</p> <p>AND</p> <p>Students provide specific feedback to one another.</p>
	C. Self-monitoring	<p>The teacher does not provide students with opportunities to engage in self-monitoring of their own progress or thinking.</p>	<p>The teacher provides students with opportunities for self-monitoring exercises that do not move students towards mastery of the learning objective(s).</p>	<p>The teacher provides and students engage in self-monitoring exercises that move students towards mastery of the objective(s).</p>	<p>All of level 3 and ...</p> <p>Students judge their own performance relative to success criteria and specifically identify further steps in learning.</p>

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">4.1</p> <p>Engage in critical reflection, constantly revising practice to increase effectiveness</p>	A) Accuracy	The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.	The teacher has a somewhat accurate impression of a lesson's effectiveness and success in meeting the instructional goals.	The teacher makes an accurate assessment of a lesson's effectiveness and success in meeting the instructional goals, citing data to support the judgment.	The teacher makes a detailed and accurate assessment of a lesson's effectiveness and success in achieving the instructional goals, citing specific data and weighing the relative strengths of each data source.
	B) Use in future planning	The teacher does not make suggestions about how the lesson could be improved.	The teacher makes specific suggestions about how the lesson could be improved OR how the teacher's practice can be improved in future lessons.	The teacher makes specific suggestions about how the lesson could be improved AND how the teacher's practice can be improved in future lessons.	All of level 3 and... The teacher predicts how the improvements will advance student learning in future lessons.
	C) Acceptance of feedback	The teacher is resistant to feedback from supervisors or colleagues and/or does not use the feedback to improve practice.	The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.	The teacher welcomes feedback from supervisors and colleagues, uses the feedback to improve practice, and seeks further feedback on what has been implemented.
<p style="text-align: center;">4.2</p> <p>Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning</p>	A) Participation in a professional community	The teacher avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The teacher participates in professional community activities as required, maintaining cordial relationships with colleagues.	The teacher actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The teacher makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The teacher resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The teacher applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The teacher welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The teacher seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The teacher demonstrates little commitment to supporting shared agreements that support student learning.	The teacher adheres to shared agreements that support student learning.	The teacher contributes to and actively endorses shared agreements that support student learning.	The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism	The teacher has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The teacher displays a moderate level of ethics and professionalism in dealing with colleagues.	The teacher displays a high level of ethics and professionalism in dealings with both colleagues and students.	The teacher displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The teacher inconsistently complies with school and CMO policies and timelines.	The teacher complies with school and CMO policies and timelines, doing just enough to "get by."	The teacher fully supports and complies with school and CMO policies and timelines.	The teacher assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
<p style="text-align: center;">5.1</p> <p style="text-align: center;">Develop two-way communication with families about student learning and achievement</p>	A) Initiation of meaningful communication	The teacher provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The teacher adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The teacher initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The teacher promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The teacher does not respond, or regularly responds insensitively to parent concerns about students.	The teacher responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The teacher responds to parent concerns in a timely and culturally respectful manner.	The teacher responds to parent concerns in a proactive, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The teacher makes modest and partially successful attempts to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are frequent and successful.	The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
<p style="text-align: center;">5.2</p> <p style="text-align: center;">Equip families with a variety of strategies to support their child's success and college readiness</p>	A) Provision of parent education efforts to support students	The teacher does not provide parents with strategies to support their child's success and college-readiness.	The teacher provides parents with limited strategies to support their child's success and college-readiness.	The teacher provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The teacher works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

Aspire Instructional Rubric (AIR)

2013-2014

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy	There is little / no evidence that students work with the teacher to establish learning goals, or that the teacher advocates for students to establish high learning goals.	There is evidence that the teacher advocates for groups of students to establish high learning goals, and that he/she works with students as a group to set goals.	The teacher encourages and advocates for students to attain high learning goals, works to help set and monitor goals, and integrates curriculum experiences that connect to student goals.	The teacher establishes processes through which students establish and monitor high personal learning goals, and self-advocate for their attainment of the goals. The teacher integrates curriculum experiences that provide connections to the goals.
	B) Knowledge of community resources	The teacher is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The teacher demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The teacher displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The teacher demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The teacher is unaware of resources and therefore unable to support students accessing resources.	The teacher refers students to other adults in the school to support students in accessing resources.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The teacher supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.

Aspire Principal Performance Rubric

February 2013

Domain 1: Leadership, Vision and Culture	
Standards	Indicators
1.1 Embraces a shared vision of academic success for every student	A) Maintains a school-wide focus on high standards of achievement
	B) Creates a strong learning culture that communicates "college for certain"
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to the situations and context of the school
	B) Develops new leaders and provides leadership opportunities as appropriate
	C) Designs and utilizes effective forms of formal and informal communication
1.3 Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment
	B) Establishes a culture of respect and rapport which supports students' emotional safety
	C) Creates an inclusive and positive school culture that values diversity and meets the needs of all students
1.4 Allocates resources effectively to support student learning goals	A) Maintains a balanced budget focused on improving student achievement
	B) Manages time and prioritizes effectively
Domain 2: People Management	
2.1 Strategically recruits, hires, and retains most qualified staff	A) Attracts and selects effective teammates
	B) Mentors, develops and retains staff
2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals
	B) Builds a collaborative, well-functioning team
	C) Manages conflict
Domain 3: Instructional Leadership	
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of Aspire Instructional Guidelines (IG's)
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in the TCRP Aspire Instructional Rubric (AIR)
3.2 Provides coaching, supervision and evaluation of teachers	A) Uses teacher observation and feedback to increase student achievement
	B) Provides support to teachers in developing instructional plans
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement
	B) Regularly analyzes data and engages in data talks
3.4 Provides effective data driven professional development aligned with staff needs and school-wide goals	A) Provides professional development related to growth goals
	B) Actively participates in providing professional development
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom level programs and practices are in place to help students meet individual achievement needs when data indicate interventions are needed

Aspire Principal Performance Rubric

February 2013

B) Ensures that appropriate school-level and classroom level programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 plan

Aspire Principal Performance Rubric

February 2013

Domain 4: Professional Responsibilities

Standards	Indicators
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Acceptance of feedback
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community
	B) Professional development
	C) Shared commitment
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism
	B) Norms described by school/CMO handbooks

Domain 5: Partnerships, Family and Community

5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication
	B) Responsiveness to parent inquiries and communication
	C) Inclusion of the family as a partner in learning decisions
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students
5.3 Help students leverage resources in their community that support their success in college and beyond	A) Goal setting and advocacy
	B) Knowledge of community resources
	C) Support for students in accessing these resources

Domain 1: Leadership, Vision and Culture

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
1.1 Embraces a shared vision of academic success for every student	A) Maintains a school-wide focus on high standards of student achievement	Spends excessive time and energy on issues unrelated to student achievement; fails to focus self or others on student learning.	Consistently speaks of high standard of student achievement as the focus of the school	Establishes and continually reinforces high standards of student learning as the central mission of the school through both words and actions	Is consistent and unrelenting in reinforcing the highest standards of student learning as the central mission of the school and models that focus in all activities
	B) Creates a strong learning culture that communicates "college for certain"	Does not discuss or refer to the vision of the school; student behavior is not reflective of a "college for certain" culture; no artifacts or systems reflect the vision	Little time is spent sharing the vision; student behavior is somewhat reflective of a "college for certain" culture; few artifacts and systems reflect the "college for certain" culture	Periodic discussion focuses the community on the vision; student behavior is generally reflective of a "college for certain" culture	Vision is shared by all constituents and frequently referenced; student behavior is reflective of an effective learning community; creative artifacts and systems communicate with all constituents about going to college
1.2 Exemplifies leadership	A) Applies adaptive leadership appropriate to the situation and the context of the school	Is completely authoritarian or provides no leadership at all; does not make leadership decisions based on the situation	Attempts to use different leadership approaches depending on the situation; understands the strengths and drawbacks of different approaches	Uses a number of leadership strategies skillfully; exercises good judgment about the appropriate management style to use	Uses a variety of leadership strategies skillfully; consistently exercises good judgment about the appropriate management strategy to use
	B) Develops new leaders and provides leadership opportunities as appropriate	Does not identify leaders at school site; provides no opportunities for teachers or staff to lead	Provides some opportunities for teachers or staff to lead	Allows most staff an opportunity to lead	Delegates and collaborates as a way to train and motivate new leaders; staff feels empowered in formal and informal ways
	C) Designs and utilizes effective forms of formal and informal communication	Does not convey information to staff in a timely manner; is a poor listener; does not express ideas clearly	Disseminates clear, concise information in a timely manner using appropriate media; demonstrates attention to others' comments	Disseminates clear, concise information in a timely manner using appropriate media; targets communication to suit the audience; actively listens	Models effective two-way communication; is able to inspire as well as convey information

Domain 1: Leadership, Vision and Culture

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
1.3 Ensures that students demonstrate consistent values and behaviors aligned to school's vision and mission	A) Effectively fosters a safe and civil environment	Student discipline policy is handled inconsistently or not at all. School environment does not feel safe and respectful.	Student discipline policy is handled inconsistently, but student behavior is orderly most of the time. School environment feels safe and respectful.	Student discipline policy is handled consistently. School environment feels safe and respectful.	Student discipline policy is handled consistently. Student behavior is reflective of an effective learning community. School environment is not only safe and respectful, but also reflects a rigorous academic focus.
	B) Establishes a culture of respect and rapport which supports students' emotional safety	Interactions with some students are negative, demeaning, or inappropriate to the age and needs of the students OR students exhibit disrespect for the principal.	Interactions with students inconsistently demonstrate respect and positivity, or are not consistently appropriate for the age and needs of students OR students inconsistently exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of students AND students exhibit respect for the principal.	Interactions with students are respectful, positive and appropriate for the age and needs of student. AND Students exhibit respect for the principal AND The principal's interactions demonstrate a positive rapport with individual students.
	C) Creates an inclusive and positive school culture that values diversity and meets the needs of all students	Demonstrates limited awareness of the impact of diversity on student learning; does not help staff to navigate strengths and challenges provided by diverse students or perspectives; does not engage in courageous conversations about biases or has a limited skill set in addressing biased language and behaviors	Recognizes the impact of diversity on student learning; attempts to create a learning environment that is supportive of all students; develops some systems to support diverse student needs; seeks opportunities or reactively engages in courageous conversations about diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; engages staff in addressing learning needs and challenges originating from diversity and difference and creates systems to address these needs; develops staff capacity to engage in courageous conversations about how diversity and culture and how they impact student learning	Creates a learning environment that is welcoming and supportive of all students and families; Builds staff capacity to provide and lead supports for diverse groups; builds the school's and community's collective capacity by initiating direct conversations about culture and diversity; recognizes and integrates the learning opportunities that come from a diverse community

Domain 1: Leadership, Vision and Culture

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
1.4 Allocates resources effectively to support student learning goals	A) Maintains a balanced budget focused on improving student achievement	Does not manage budget effectively; budget does not meet bottom line; does not understand the basics of the budget nor makes any effort to learn.	Attempts to manage budget effectively to meet bottom line, is slightly over budget; understands basic principles of budget management	Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds ways to increase revenues and decrease costs as much as possible	Manages budget effectively to meet bottom line; manages and monitors fiscal resources efficiently and effectively on improving student learning; understands finance and accounting principals; finds creative ways to maximize revenue and minimize costs; works with staff and community to match priorities with spending.
	B) Manages time and prioritizes effectively	Is completely reactive; acts mostly in response to crisis; fails to spend time on the school's core mission	Makes a deliberate effort to spend time on the most mission-critical activities	Organizes time around the school's goals; is efficient taking care of lower priority items	Organizes the way time is spent throughout the school to ensure a focus on the school and organization's goals; ensures that time is well-spent by all staff

Domain 2: People Management

Standard	Indicators	Level I	Level II	Level III	Level IV
2.1 Strategically recruits, hires, and retains most qualified staff	A.) Attracts and selects effective teammates	Identifies or selects candidates based on inappropriate criteria; does use a sound and consistent process for hiring	Relies on Aspire-wide advertising to attract candidates; uses Aspire criteria and process to select staff	Uses multiple channels to identify and recruit strong candidates; consistently uses Aspire criteria and process to select staff	Proactively uses multiple channels to identify and recruit top performers for Aspire beyond school site; selects staff that represents a balanced mix of strengths and styles
	B) Mentors, develops and retains staff	Does not implement strategies to assess professional goals; does not create and implement processes to mentor new teachers and staff	Implements strategies to assess staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support	Consistently implements strategies to assess and support staff professional goals; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support	Consistently implements strategies to assess and staff professional goals and provides differentiated support; creates and implements a system to identify, support, mentor and coach members are new or emerging leaders who need additional support
2.2 Creates supportive working environments	A) Manages employees by setting clear expectations and accountable goals	Sets unclear expectations with staff; does not create PLP goals; staff performance is not monitored regularly; resists discussing results and metrics with staff; consistently underperforming staff are not placed on improvement plans	Creates PLP's for some but not all staff; places consistently underperforming staff on improvement plans but not in a timely manner and lacks sufficient data documentation OR does not follow-through with implementation of plan	Creates PLP's for all staff aligned to AIR, school goals, or Aspire Must Achieves; consistently places underperforming staff on improvement plans using sufficient evidence AND provides appropriate support	Creates a culture of accountability; creates individual PLP goals for all staff that align to Aspire AIR, school goals, and Aspire Must Achieves; creates improvement plans for underperforming staff based on multiple sources of evidence with sufficient supplemental documentation AND provides appropriate support
	B) Builds a collaborative, well-functioning team	Does not promote collaborative behavior among staff members; allows strong individuals to derail productive group work	Encourages staff to collaborate but lacks a culture of shared accountability; some but not all staff feel part of the team	Enables frequent collaboration among staff members; uses individuals' strengths effectively; creates a culture of shared accountability	Creates a culture of collaboration and mutual support; uses individual strengths effectively; fosters employee skills in team-building; creates a strong culture of shared accountability
	C) Manages conflict	Has little awareness of potential problems and/or areas of conflict with the school; does not have processes to resolve problems or areas of conflict OR	Demonstrates awareness of potential problems and/or areas of conflict with the school; has some processes in place to resolve problems and/or areas of	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts and does so consistently to result	Is aware of potential problems and areas of conflict within the school; establishes processes to resolve problems and conflicts skillfully and does

Domain 2: People Management

		does so inconsistently	conflict	in the best interest of students and the school	so consistently to result in the best interest of students and the school AND develops the capacity of all school staff to manage conflict effectively
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Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
3.1 Demonstrates knowledge of instruction	A) Clearly defines, sets expectations around and supports implementation of Aspire Instructional Guidelines	Does not understand Aspire Instructional Guidelines or has no vision for implementation of Aspire IG's; does not use IG's in coaching teachers	Is aware of Aspire IG's and has some vision for implementation; occasionally uses Aspire IG's in coaching teachers	Understands Aspire IG's and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of Aspire IG's and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses the to coach teachers
	B) Clearly defines, sets expectations around and supports implementation of effective teaching as defined in the TCRP Aspire Instructional Rubric (AIR)	Does not understand Aspire Instructional Rubric or has no vision for implementation of TCRP AIR; does not use AIR in coaching teachers	Is aware of Aspire Instructional Rubric and has some vision for implementation; occasionally uses the TCRP AIR in coaching teachers	Understands the TCRP AIR and has a vision for implementation; regularly reinforces them in coaching teachers	Thoroughly understands the nuances of TCRP AIR and has a shared school-wide vision for implementation; models and reinforces their constant implementation and uses the to coach teachers

Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
<p>3.2 Provides coaching, supervision and evaluation of teachers</p>	<p>A) Uses teacher observation and feedback to increase student achievement</p>	<p>Spends very little time in classrooms observing teachers OR conducts less than 3 mini observations and 1 formal observation per teacher OR observes teachers but does not follow-up with teachers</p>	<p>Observes and provides informal feedback (including follow-up with teachers) for most teachers at least monthly AND provides teachers with feedback for at least 3 mini observations and 1 formal observation aligned with TCRP Aspire Instructional Rubric</p>	<p>Maintains a regular schedule of classroom observations spending an average of one hour per day in classrooms and ensuring that every teacher is substantively observed at least weekly during the school year AND provides teachers with timely written feedback about observations (including follow-up) in a way that is aligned with the TCRP AIR AND provides teachers with feedback for at least 3 mini observations and 1 formal observation aligned with the TCRP AIR</p>	<p>Maintains a regular schedule of classroom observations and ensures that all teachers are substantively observed at least weekly during the school year AND observation times and topics are geared towards educators' professional development goals; explicitly links observations to educators' personalized learning plans, TCRP AIR, school goals, student achievement data and Aspire Must Achieves in a continuous way AND uses a variety of formal and informal methods to provide teachers with timely feedback (written and verbal) aligned to Aspire AIR beyond 3 mini observations and 1 formal observation</p>
	<p>B) Provides support to teachers in developing instructional plans</p>	<p>Does not participate in planning with teachers; does not provide teachers with feedback on lesson plans</p>	<p>Participates in planning with teachers, but does so inconsistently or does not make a valuable contribution to the planning process; inconsistently provides feedback on lesson plans or does not provide meaningful feedback</p>	<p>Participates in planning with teachers regularly; consistently provides meaningful feedback on lesson plans</p>	<p>Participates in planning with teachers regularly; consistently provides feedback on lesson plans to advance teacher effectiveness on the Aspire Instructional Rubric (AIR)</p>

Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
3.3 Uses data to increase student achievement	A) Establishes goals for overall student achievement	Attempts to establish written achievement goals at the school level but does not complete the task or does so partially	Establishes written achievement goals at the school level	Establishes written achievement goals at the school level and regularly refers to these goals and reminds faculty and staff of these goals	All staff, faculty, families and students are aware of student achievements goals including times when goals are refined as data is accumulated
	B) Regularly analyzes data and engages in data talks	Does not use data in making decisions or coaching teachers; does not make data available to staff; does not engage in regular data talks	Periodically reviews data provided by the state or Home Office; reviews and discusses school-wide data with staff	Analyzes a wide range of student and teacher data; aggregates and disaggregates data; trains staff to collect and use data on a regular basis to improve teaching and regularly conducts Cycles of Inquiry	Incorporates the use of data into the daily life of the school, consistently tracking and analyzing a variety of metrics against goals to continually improve teaching in the school; analyzes data in aggregate by subgroups to reinforce school goals and guide daily activities AND regularly conducts and participates in Cycles of Inquiry
3.4 Provides effective data driven professional development aligned with staff needs and school-wide goals	A) Provides professional development related to growth goals	Attempts to ensure that job-embedded professional development is provided to teachers but does not complete the task or does so partially	Ensures that job-embedded professional development is provided to teachers	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals	Ensures that job-embedded professional development is provided to teachers that is directly related to their growth goals AND continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on teacher growth goals

Domain 3: Instructional Leadership

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
	B) Actively participates in providing professional development	Displays little or no evidence of new learning or sharing that learning with colleagues	Occasionally devotes faculty meetings to professional development and shares personal learning experience with colleagues but relies on others to lead each professional development opportunity	Regularly engages staff in professional development AND personally leads professional development at various times throughout the school year	Regularly engages staff in professional development AND is an active participant in professional development by leading or collaboratively conducting professional development with teachers or other experts
3.5 Implements programs and systems to meet individual student needs	A) Ensures that appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed	Attempts to ensure that programs and practices, such as RTI, are in place for individuals who are not making adequate progress, but does not complete the task or does so partially	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that students are successfully completing these programs	Ensures that programs and practices are in place, such as RTI, for individual students who are not making adequate progress and that students are successfully completing these programs AND continually expands the options for individual students to make adequate progress
	B) Ensures that appropriate programs and practices are in place to help students with special needs meet individual achievement goals according to IEP or 504 Plan	Attempts to ensure that programs and practices are in place for students with IEPs or 504s, but does not complete the task or does so partially; out of compliance	Ensures that programs and practices are in place for students with IEPs or 504s; accommodations are implemented inconsistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs; ensures that appropriate accommodations are implemented consistently	Ensures that programs and practices are in place for students with IEPs or 504s and that students are successful in these programs AND continually expands the options for individual students to make adequate progress AND ensures that accommodations are implemented consistently and modified as needed

Domain 4: Professional Responsibilities

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
4.1 Engage in critical reflection, constantly revising practice to increase effectiveness	A) Acceptance of feedback	The principal is resistant to feedback from supervisors or colleagues for use in improving practice.	The principal accepts feedback from supervisors and colleagues for use in improving practice.	The principal welcomes feedback from supervisors and colleagues for use in improving practice.	The principal seeks out feedback from supervisors and colleagues for use in improving practice.
4.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning	A) Participation in a professional community	The principal avoids participating in the professional community activities or has strained relationships with colleagues that negatively impact the learning community.	The principal participates in professional community activities as required, maintaining cordial relationships with colleagues.	The principal actively participates in the professional community by developing positive and productive professional relationships with colleagues.	The principal makes a substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships
	B) Professional development	The principal resists applying learning gained from professional development activities, and does not share knowledge with colleagues.	The principal applies learning gained from professional development activities, and makes limited contributions to others or the profession.	The principal welcomes professional development opportunities and applies the learning gained to practice based on an individual assessment of need. The teacher willingly shares expertise with others.	The principal seeks out professional development opportunities and applies the learning gained to practice. The teacher initiates activities that contribute to the profession.
	C) Shared commitment	The principal demonstrates little commitment to supporting shared agreements that support student learning.	The principal adheres to shared agreements that support student learning.	The principal contributes to and actively endorses shared agreements that support student learning.	The principal assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.

Domain 4: Professional Responsibilities

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
4.3 Uphold and exhibit the CMO norms and expectations	A) Ethics and professionalism	The principal has little sense of ethics and professionalism, and contributes to practices that put adult interests ahead of students.	The principal displays a moderate level of ethics and professionalism in dealing with colleagues.	The principal displays a high level of ethics and professionalism in dealings with both colleagues and students.	The principal displays the highest level of ethics and professionalism, consistently working to support traditionally underserved students.
	B) Norms described by school/CMO handbooks	The principal inconsistently complies with school and CMO policies and timelines.	The principal complies with school and CMO policies and timelines, doing just enough to "get by."	The principal fully supports and complies with school and CMO policies and timelines.	The principal assumes a leadership role in modeling school and CMO policies and timelines and encourages others to support them.

Domain 5: Partnerships, Family and Community

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
5.1 Develop two-way communication with families about student learning and achievement	A) Initiation of meaningful communication	The principal provides minimal information to parents about individual students, and/or the communication is inappropriate to the cultures of the families.	The principal adheres to the school's required procedures for communicating with families with an awareness of cultural norms	The principal initiates communication with parents about students' progress on a regular basis, respecting cultural norms.	The principal promotes frequent two-way communication with parents to improve student learning with students contributing to the design of the system.
	B) Responsiveness to parent inquiries and communication	The principal does not respond, or regularly responds insensitively to parent concerns about students.	The principal responds to parent concerns in a superficial or cursory manner, or responses may reflect occasional insensitivity	The principal responds to parent concerns in a timely and culturally respectful manner.	The principal responds to parent concerns in a pro-active, timely manner and handles this communication with great professional and cultural sensitivity.
	C) Inclusion of the family as a partner in learning decisions	The principal makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	The principal makes modest and partially successful attempts to engage families in the instructional program.	The principal efforts to engage families in the instructional program are frequent and successful.	The principal's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.
5.2 Equip families with a variety of strategies to support their child's success and college readiness	A) Provision of parent education efforts to support students	The principal does not provide parents with strategies to support their child's success and college-readiness.	The principal provides parents with limited strategies to support their child's success and college-readiness.	The principal provides parents with several strategies to support their child's success and college-readiness including resources outside of the school.	The principal works collaboratively with parents to identify appropriate strategies to support their child's success and college-readiness including resources outside of the school. Students initiate the use of strategies with their parents.

Domain 5: Partnerships, Family and Community

February 2013

Standard	Indicators	Level I	Level II	Level III	Level IV
5.3 Help students leverage resources in their community that support their success in college and beyond	B) Knowledge of community resources	The principal is unaware of resources for students available through the school, CMO or community that students may access to learn about success in college and beyond.	The principal demonstrates knowledge of resources for students available through the school or CMO, but has limited knowledge of resources available more broadly, or does not work to utilize the available resources to support student understanding of success in college and beyond.	The principal displays awareness of resources for students available through the school or CMO, and familiarity with resources external to the school and on the Internet; available resources are utilized to increase relevance and student understanding of success in college and beyond.	The principal demonstrates extensive knowledge of resources for students, including those available through the school or CMO, in the community, and on the Internet. Students identify and incorporate resources relevant to them, and that increases their understanding of success in college and beyond.
	C) Support for students in accessing these resources	The principal is unaware of resources and therefore unable to support students accessing resources.	The principal refers students to other adults in the school to support students in accessing resources.	The principal supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts.	The principal supports and advocates for students in accessing resources within and outside of the school by providing information and facilitating personal contacts. The teacher promotes the students in taking responsibility for identifying and maintaining contacts with resources.



Appendix XVI:
Aspire Health and Safety Plan



COMPREHENSIVE SCHOOL SAFETY PLAN

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INTRODUCTION

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

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

CAMPUS SAFETY AND SECURITY

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

Entrances and Exits

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

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

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

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

Releasing Students

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal, principal's designee or Aspire counsel before releasing the student.

Visitors Policy

Aspire encourages interested members of the community to visit our schools. To avoid potential disruptions to learning, to provide visitors with the information they need, and for the safety of students and staff, ALL visitors should register immediately upon entering any school building or grounds. Visitors shall sign in at the beginning of their visit, receive a visitor badge, and sign out at the end of their visit. Students from other schools as well as students who have ended their school day are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator.

In registering as a visitor, the sign-in form should include spaces for the following information

- Name;
- His/her purpose for entering school grounds;
- Destination within the school
- Time in and out

At his/her discretion, the principal, office manager or designee may also request

- proof of identity
- address
- occupation and company affiliation
- age (if less than 21); and any other information consistent with law.

Parents and guardians visiting during the school day for any purpose other than picking up at or dropping off a child at the beginning or end of the school day as part of the normal school day schedule should also be requested to sign into the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom.

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and principal upon arrival and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Students not enrolled at the school who wish to use the school grounds for recreation during the school day are, at the discretion of the principal, also subject to Aspire's visitor policy.

The principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would disrupt the school, students or employees, would result in damage to property, or would result in the distribution or use of a controlled substance. (Penal Code 627.4).

The principal or designee may request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

All schools shall inform parents annually about the school's policies regarding visitors/outsiders, and remind parents that to maximize safety and security they should also register when visiting the school.

This visitor/outsider policy is subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy, set forth below.

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted

All new school site employees must be fingerprinted and cleared before they begin work. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance prior to volunteering 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/outsider registration, and teachers. If the principal or designee informs any staff member of the information about a registered sex offender, the principal or designee shall also inform the staff member of the following:

- a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
- b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
- c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the principal or designee. When the principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent/guardian of one or more pupils who attend the school, the principal or designee should attempt to schedule a meeting with the parent/guardian for the following purposes:

- a) To establish a positive, cooperative working relationship to the extent possible;
- b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent/guardian is not required to discuss any criminal or personal history with representatives of Aspire);
- c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
- d) To advise the parent/guardian that the regulation's limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
- e) To develop joint strategies with the parent/guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
- f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the principal's or designee's discretion. If this meeting with the parent is not held, the principal or designee shall notify the parent/guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent/guardian to participate in his/her child's education:

- a) To transport his/her child to and from school;
- b) To attend regularly scheduled parent conferences with the teacher, principal or other school official; and
- c) To attend a regularly scheduled school program or activity in which their child is a participant.

The parent/guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

- a) Serve as a school or class volunteer;
- b) Act as a chaperone on a school field trip;
- c) Be in the presence of children for any reason other than for the parent rights stated herein; and
- d) Make individual contact with any student other than his/her own while at school or during a school activity.

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

When a parent/guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be

collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent/guardian registered sex offender on school bulletin boards.

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

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

EMERGENCY PREPAREDNESS

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

Drills

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

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

Civil Defense Procedures

Civil defense procedures are established to promote the safety of children and adults during a period of civil emergency. The local Civil Defense and Disaster Council is responsible for coordinating disaster planning among the cities in your area. It is through this coordination that information and warning notifications are communicated. An Emergency Warning System, which includes sirens strategically positioned throughout the school's county, becomes the major Civil Defense alarm.

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

Alert Signals

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

At the sound of the "Alert" signal:

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

At the sound of the “Take Cover” signal:

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

At the “All Clear” signal:

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

Staff Responsibilities

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

Principal

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

Teachers

- Carry out appropriate emergency procedures to ensure the safety and welfare of students.
- Supervise children and maintain calm and order.
- Make sure you have access to the classroom copy of the students’ emergency cards.

Office Manager

- Assist and take direction from the principal.
- Make sure first aid supplies are handy in case they are needed.
- Carry out other duties as assigned.

Custodial Engineers

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

Aides, Volunteers and Other Adults

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

Community Council

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

Student Emergency Packets (1 per student)

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

School Emergency Supplies:

First aid kits
Flashlights
Batteries
Radios
Megaphone
Walkie-talkies

Emergency Procedures

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

1. Principal assesses the situation.
2. Principal notifies all staff members of the emergency via PA, fire alarm, and/or megaphone.
3. Assigned person calls 911.
4. Assigned person notifies APS headquarters.
5. Principal or assigned person meets with emergency crews.
6. Assigned person(s) ensures all classrooms, hallways and restrooms on first floor are empty after escorting students their students to assigned location.
7. Assigned person(s) ensures all classrooms, hallways and restrooms on second floor are empty after escorting students their students to assigned location
8. Assigned person(s) ensures the cafeteria and gym are empty.
9. Assigned person(s) greet, organize and comfort students outside the building.
10. Each teacher takes role and Lead Teachers pick up the names of any missing students and report these names to the emergency crew chief and the Principal.
11. Assigned person(s) will direct students who need first aid to an assigned location.

12. Principal determines, in consultation with the emergency crews, whether to release students to their homes or to return students to classes and makes announcement via megaphone.
13. If students and staff are dismissed for the day, an assigned person(s) will be responsible for securing the building against vandalism and theft.
14. All classroom teachers will ensure that students are released to guardians' care.
15. In the case that counseling services are subsequently needed by any students, the Principal and an assigned person will coordinate that effort.
16. In the case that media coverage is an issue, Principal and an assigned person will control and organize press releases and media requests.

First Aid

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

DISASTER PLANS

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

Fire

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

Earthquake

If indoors:

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

If outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground.

3. Look out for dangers that demand movement.
4. Be prepared to duck and cover again due to after shocks.
5. Staff to follow emergency procedures previously described.

Flood/ Severe Weather

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

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

See emergency procedures previously described for evacuation directions.

Electrical Failure

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

Gas Line Break

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

Water Main Break

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

Water Contamination

1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and APS headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Chemical Spill/ Incident

If Indoors:

1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.

3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:

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

Lockdown/Shooting Incident

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

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

Bomb Threat

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

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

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

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

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

In all cases:

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

Explosion

If indoors:

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

If outdoors:

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

Death/Suicide

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

Intruders/ Vicious Animals

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

SCHOOL UNIFORMS

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

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

STUDENT DISCIPLINE

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

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

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

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

Discipline in General

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

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;

- Utilizing a written referral framework;
- Designating selected classrooms and teachers (typically, lead teachers or advisors) as places for “time out”;
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or
- Requiring the student to attend before/after school detention or Saturday detention;

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

Suspension

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

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

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

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

Authority to Suspend:

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

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

- While on school grounds.

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

Grounds for Suspension and Expulsion

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

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.
- **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- **Damage to Property:** Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- **Theft of Property:** Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the

performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.

- **Received Stolen Property:** Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- **Imitation Firearm:** Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- **Sexual Harassment:** Committed sexual harassment. (Ed.Code 48900.2)
- *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.
- *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- *Limitation:* Only students in grades 4-12 are subject to suspension for sexual harassment.
- **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- **Intentional Harassment:** Created a hostile educational environment (Ed.Code 48900.4)
- *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
- **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both (Ed.Code 48900.7)

- *Definition of Terrorist Threat:* includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in:
 - death
 - great bodily injury to another person, or
 - property damage in excess of one thousand dollars (\$1,000.00),
 - with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:
 - his or her own safety,
 - his or her immediate family's safety,
 - the protection of school property, and/or
 - the personal property of the person threatened or of his or her immediate family.
- **Electronic Signaling Device:** Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed. Code 48901.5)
- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- *Note:* Parents can be held financially liable for damages up to \$10,000 and shall also be liable for the amount of any reward not exceeding \$10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

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

Expulsion

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

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

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

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

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

Expellable Offenses:

Category I – Mandatory Expulsion

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

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

Category II – Mandatory Recommendation for Expulsion

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

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

Category III – Expulsion May Be Recommended

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

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

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

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

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

ANTI-DISCRIMINATION AND ANTI-HARASSMENT POLICY

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

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

Students

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

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

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

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

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

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

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

Employees - Sexual Harassment

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

A. Definitions

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

B. Sexual Harassment Prohibited

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

C. Reporting, Investigation, and Sanctions

- (1) It is the express policy of Aspire to encourage victims of sexual harassment to report such claims. Aspire understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of Aspire should have to endure harassing conduct, and therefore the School encourages everyone to promptly report any incidents of harassment so that corrective action can be taken.
 - (a) Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.
 - (b) Employees are also urged to report any unwelcome conduct of a sexual nature by superiors or fellow employees if such conduct interferes with the individual's work performance, or creates a hostile or offensive working environment.
 - (c) Students are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.
- (2) Every reported complaint of harassment will be investigated promptly and thoroughly by Aspire. Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser. Once the

investigation is completed, Aspire will notify the complainant of the results of the investigation. Aspire will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation. Aspire will not tolerate reprisals or retaliation against anyone as a result of the good-faith reporting of charges of sexual harassment.

- (3) In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred have to be investigated.
- (4) Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination. Conduct of a sexual nature directed toward students shall be reported as child abuse for investigation by appropriate law enforcement and/or other authorities.

D. Filing Complaints with State and Federal Agencies

In addition to notifying Aspire of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including the United States Equal Employment Opportunity Commission (EEOC) and/or the California Department of Fair Employment and Housing (DFEH), which have authority to conduct investigations of facts. Aggrieved parties are advised that statutory deadlines apply for the tender of complaint to either the EEOC and/or the DFEH and that if complaints are not timely filed they may be barred by law. If the EEOC and/or the DFEH believe that a complaint is valid and settlement efforts fail, aggrieved parties may seek an administrative hearing. Aggrieved parties may also be entitled to file a lawsuit in Federal or state court. Administrative agencies and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest EEOC or DFEH office at the locations listed on Aspire's employment law poster or by checking the state government listings in the local telephone directory.

Employees – All Other Kinds of Discrimination or Harassment

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

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

Complaint Procedure

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

Employees who believe they have been harassed on the job, or who become aware of the harassment of others are encouraged to inform the offender that this behavior is unwelcome. They should also immediately provide a written or verbal complaint to your supervisor, manager, Human Resources, or any other member of management as soon as possible. The complaint should be as

detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

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

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

Liability for Harassment

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

PREVENTION OF CHILD ABUSE POLICY

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

Reporting Suspected Abuse/Neglect

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

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

Reporting Problems at the School Site

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

All Aspire schools will monitor the school buildings and grounds:

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

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

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

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

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

EMPLOYEE CONDUCT WITH STUDENTS

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

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

Alcohol, Tobacco, and Controlled Substances

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

Transportation of Students

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

- a) With the exception of emergency situations related to medical necessity, employees should avoid transporting students without the written permission of his or her parent or guardian;
- b) If written permission is not possible, the employee should make a written record of any verbal permission granted by the parent or guardian;
- c) Students should be transported directly to their destination and no unauthorized or unnecessary stops should be made;
- d) Employees will avoid unnecessary and/or inappropriate physical contact with students while in vehicles;
- e) Drivers who are assigned to transport students must be at least 21 years old and must abide by standards related to insurance and other legal requirements;
- f) The employee should make a written record of the trip, including departure and arrival times and locations and students involved; and
- g) Whenever possible, two Aspire employees should collectively engage in the transportation activity.

Language

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

Gifts

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

Attire

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

Behavior

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

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

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

Physical contact with students

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

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

- Handshakes;
- “High Fives” or hand slapping;
- briefly touching tops of heads, shoulders or upper back in acknowledgement, congratulation or consolation;
- brief sideways hugs; and
- holding hands while walking with small children.

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

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

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

- isolation except as needed for the child to gain self-control (and then only under the supervision of an adult, and no longer than 15 minutes),
- withholding food or water,
- degrading punishment,
- work assignments unrelated to a natural or logical consequence,
- excessive exercise,

- withholding access to contact with parents or guardians,
- withholding or using medications for punishment,
- mechanical restraint such as rope or tape to restrict movement, or
- any type of physical restraint.

Appendix XVIa:
Emergency Preparedness Plan



Millsmont Academy Emergency Drills

1. Disaster Plans (yellow/green flip chart)
 - a. Fire: remove self and students to outside
 - b. Earthquake: duck and cover, then remove self and students to outside
 - c. Shelter in place/ Lockdown: lock doors and close blinds, move away from windows, get behind desks

2. Disaster Box
 - a. Water
 - b. Emergency blankets(5)
 - c. Emergency rations
 - d. Poly tarp

3. Dates for Drills
 - a. Tuesday, October 2, 8:30 Fire
 - b. Tuesday, November 13, 10:00 Earthquake
 - c. Tuesday, November 27, 2:00 Fire
 - d. Tuesday, December 11, 8:30 Fire
 - e. Tuesday, January 22, AM Fire
 - f. Tuesday, February 19, ASP Fire
 - g. Tuesday, March 12, AM Shelter In Place
 - h. Tuesday, March 19 PM Fire
 - i. Tuesday, April 16, PM Fire
 - j. Tuesday, May 21, AM Earthquake
 - k. Tuesday, May 28 PM Fire
 - l. Tuesday, June 11, AM Fire

Millsmont Academy's Fire Drill Procedures

SIGNAL: loud NOISE will sound...

PROCEDURE DURING CLASS TIME

1. Students exit classroom via designated doors and WALK in orderly lines.
ALL CLASSES LINE UP IN MORNING ASSEMBLY LINE ORDER PERPENDICULAR TO THE CAMDEN STREET FENCE. The following is the evacuation procedure:
 - √ **UC Berkeley, UCLA and Temple classes exit by the girl's bathroom door and proceed to their morning assembly line order.**
 - √ **Occidental and Stanford classes exit by the boy's bathroom door and proceed to their morning assembly line order.**
 - √ **Sarah Lawrence classes take the stairwell and exit via the 62nd Street door and proceed to their morning assembly line order.**
 - √ **UCSC, SDSU and CCA classes take stairwell and exit by the girl's bathroom door and proceed to their morning assembly line order.**
 - √ **USF and UOP classes exit the classroom door and proceeds to the back fence in morning assembly line order.**
2. Students evacuate the building by designated routes to the morning assembly area.
3. NO TALKING IS PERMITTED!!
4. Teachers:
 - a. Take the provided CLASS LIST with you.
 - b. Check that all students are out of the classroom.
 - c. Check that all exits are clear.
 - d. Close classroom door. DO NOT LOCK. (Later entry may be required.)
5. In morning assembly area, teacher takes roll and accounts for each child.
6. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.

7. Students remain in orderly and silent lines until all clear signal is given (one long bell).

PROCEDURE USED BEFORE SCHOOL, DURING LUNCH AND RECESS

1. Students WALK to the assigned place on the yard where they meet their teacher before school.
2. Students wait in orderly and silent lines for their teacher, or other supervising adult, in the morning assembly area.

PROCEDURE DURING P.E.

1. Teacher, or supervising adult, stops play, organizes class(es) into silent and orderly lines and walks class(es) to morning assembly area.

ALL SCHOOL PERSONNEL, CERTIFICATED AND CLASSIFIED ARE TO PARTICIPATE IN ALL FIRE DRILLS

Parents, guests and community people on the grounds during a drill must participate.

The following are general guidelines for a fire drill:

1. Principal, custodians, and/ or office manager or assistant will determine the location of the fire.
2. Office manager will phone 911 and office assistant will pick up emergency card binder and student medication. They will leave building prepared to phone families 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.

Please hold up green paper when all your students are accounted for.

Please hold up red paper when all your students are NOT accounted for.

EARTHQUAKE EMERGENCY PROCEDURES

Drop, cover, and hold on is the action taken during an earthquake to protect students and staff from flying and falling debris.

All teachers will make the following announcement to their students:

"Attention please, we are experiencing an earthquake. For your protection, follow DROP, COVER, and HOLD ON procedures. Get under your desk and hold onto that position until you receive further instructions."

Inside the Building

1. Intense shaking occurs.
2. Teacher gives command "DROP". Students immediately drop to the floor under desks. With back to the windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
3. Wait for shaking to stop.
4. Check for injuries and/or trapped individuals. Move all students who can be moved when you evacuate. Assure trapped individual that help will be forthcoming.
5. When teachers hear the fire alarm, they will evacuate the building and escort classes to Fire Drill lines by the portables. They will take with the emergency folder (red folder) and class roster to enable them to take roll.

Outside the Building

1. Instruct students to move away from building, trees, overhanging wires and DROP, COVER, and HOLD ON (if anything is nearby to hold onto).
2. Upon the command DROP, COVER, and HOLD ON, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
3. Remain in place until the shaking to stop.
6. Check for injuries and/or trapped individuals. Move all students who can be moved when you walk to the fire drill line. Assure trapped individual that help will be forthcoming.
7. When teachers hear the fire alarm, they will escort classes to Fire Drill lines by the portables. They will take with the emergency folder (red folder) and class roster to enable them to take roll.

LOCKDOWN AND SHELTER IN PLACE PROCEDURES

Lock Down/Shelter in Place During Class times:

1. Violent activity occurs (i.e. shooting, police chase, etc.) If you ever note any such activity immediately alert the office. *In a drill, this will be signified by an all-school announcement on the PA system and radios: "We are going into a Lock Down/Shelter in Place situation." ***
2. Teachers close and lock classroom doors and then slide green or red sheet under door into hallway. (Green up if all is ok; red up if injuries or need immediate assistance)
3. Operations Team locks all building doors.

<p><u>Lock Down:</u> Violent Activity has spilled onto campus; all people inside take cover</p> <p><u>Shelter in Place:</u> Violent Activity outside campus; all people stay inside building and proceed with learning as usual</p>

Lock Down:

1. Teachers instruct students to move away from doors and windows and sit in floor. Await all-school announcement that safety has been restored.

Shelter in Place:

1. Teachers proceed with lesson plans, having locked doors and displayed green/red sheet.
2. If your class has recess or PE during a Shelter in Place drill do not escort students until safety has been restored. No one is to leave the building or classroom (if you are in the portable) for *any* reason until hearing all-school announcement.

Lock Down/Shelter in Place During Recess/Lunch:

1. Violent activity occurs (i.e. shooting, police chase, etc.) If you ever note any such activity immediately alert the office. *In a drill, this will be signified by an all-school announcement on the PA system and radios: "We are going into a Lock Down/Shelter in Place situation." ***
2. Yard duty adults blow emergency whistles for recess students to immediately walk to line up area. Adults instruct students to enter the Student Union door. One adult leads, and one adult follows. *In a drill, students actually line up and adults lead lines to the Student Union.*
3. Student Union adults call college, claro and have lunch students *stay* in their seats. They *do not move* until all-school announcement that safety has been restored.

Lock Down:

1. Once all recess students have entered Student Union, they sit silently at lunch table with their class. Yard duty adults take attendance to be sure all students are inside and together.

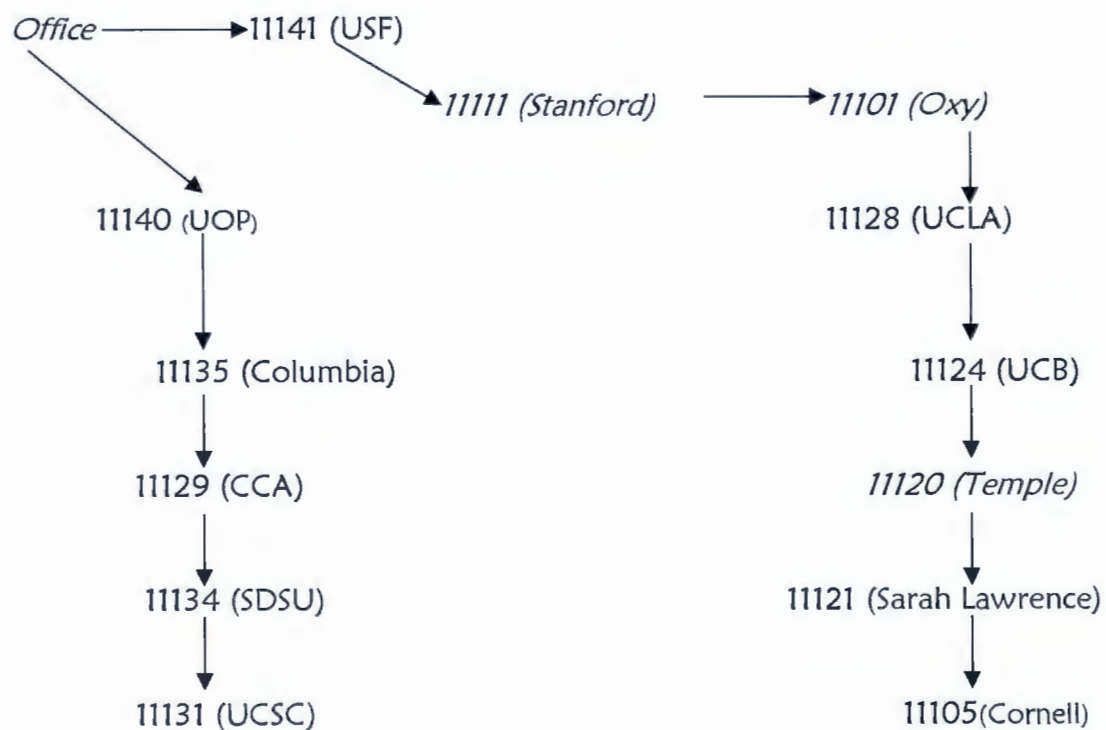
2. Students and adults remain in the Student Union, awaiting all-school announcement that safety has been restored.

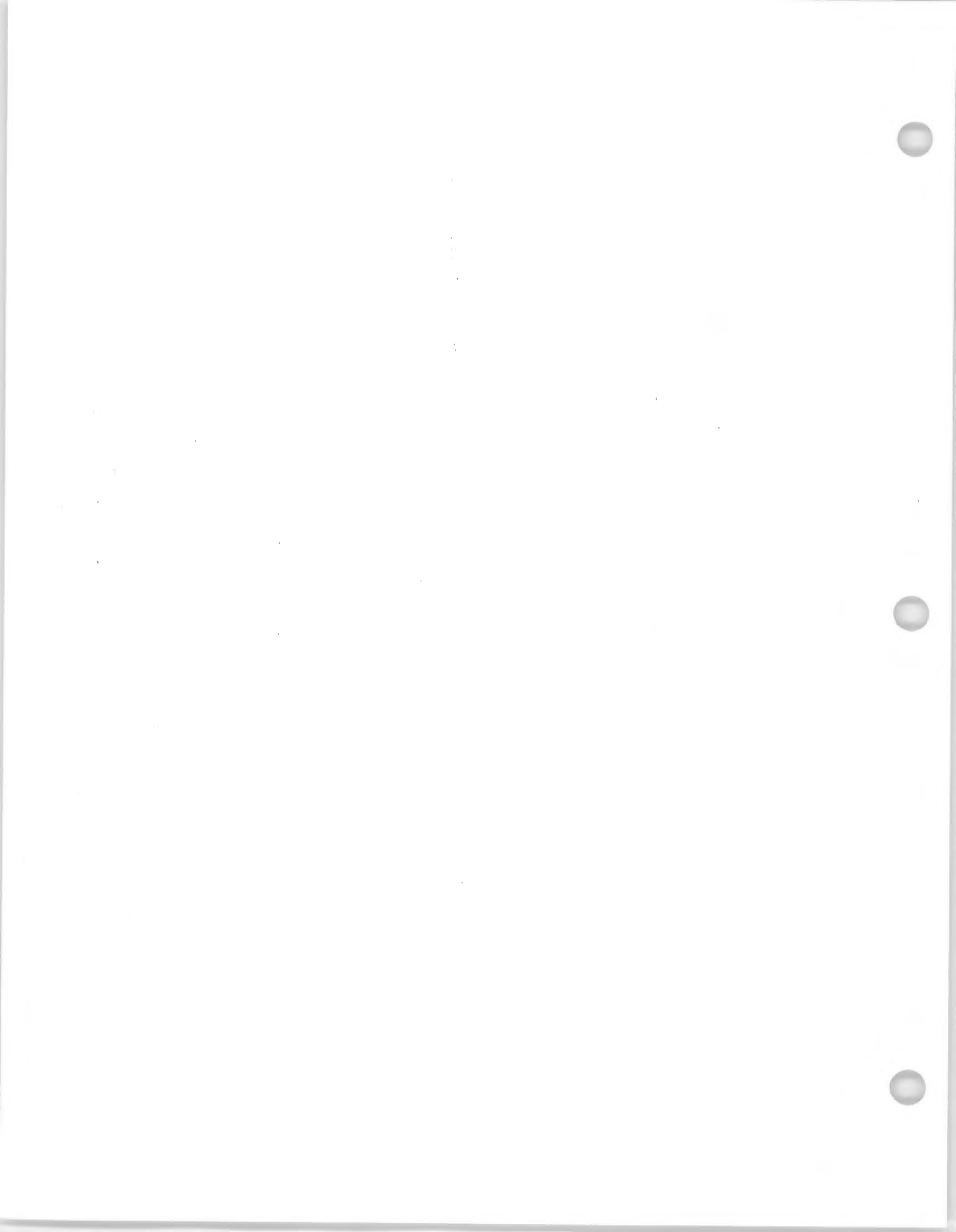
Shelter in Place:

1. Once all recess students have entered the Student Union, they may continue with indoor recess activities (e.g. coloring, puzzles) as if it were a rainy-day recess.
2. Lunch students continue with lunch as usual, line up when it's time and continue to class with their teachers.
3. No one is to leave the building/Student Union for *any* reason until hearing all-school announcement that safety has been restored.

*** If the PA System goes out, or office is unable to make all-call, the office will initiate phone tree to each classroom.*

Phone Tree & Extensions:





Appendix XVII:
Suspension and Expulsion Policies

Aspire Suspension and Expulsion Procedures

Suspension

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

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

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

Authority to Suspend

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

Jurisdiction

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to an Aspire school activity, 2) school attendance occurring at an Aspire school or at any other school, or 3) at an Aspire school's sponsored event.

Suspension Alternatives

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

Grounds for Suspension and Expulsion

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

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- or (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
 - c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - C. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - D. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - 2. (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - A. A message, text, sound, or image.
 - B. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1).

(1) "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(2) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

2. B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

3. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily harm.

In addition to the grounds specified above, an Aspire student enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the CEO or the principal of the school in which the student is enrolled determines that the student has:

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

signaling equipment, cell phones, pagers, game devices, lasers, laser-pointers, and music playing devices while students are on campus or attending a school-sponsored activity, or while under the supervision and control of any Aspire employee.

Procedures in Cases Requiring Suspension

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

The total number of days for which a student maybe suspended from school shall not exceed 20 school days in any school year. A student who accumulates more than 20 days of suspension in a school year shall be recommended for expulsion to the Aspire Board of Directors.

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

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

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

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken.

Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

4. **Suspension Conference**- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

5. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school.

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

Appeals Process

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

- Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
- After appeal at the school level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee (Regional Student Support Coordinator) for resolution with a written response within fifteen (15) school days.
- After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within 20 school days.

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

Expulsion

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

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

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- a student has accumulated 20 or more days of suspension in a school year
- or when the student's presence causes a continuing danger to other students.

Authority to Expel

A student may be expelled by the Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may recommend expulsion of any student found to have committed a suspendable or expellable offense (APS 5144.1).

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in an Aspire school without approval of the Aspire Board of Directors through the readmission process.

Educational placement of an expelled student during their term of expulsion is at the discretion of the District of Residence or the authorizing district.

Expellable Offenses

• Mandatory Expulsion

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

Mandatory Expulsion does not require a second finding of fact.

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

• Mandatory Recommendation for Expulsion

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

Mandatory Recommendation for Expulsion requires a second finding of fact.

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

- **Permissive Expulsion- requires a second finding of fact**

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

Special Procedures for the Consideration of Expulsion of Students with Disabilities

1. Notification of District of Residence

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

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

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

If the Aspire School's principal or designee, the parent, and relevant members of the IEP/504 Plan Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's

disability. If the Aspire Principal, the parent, and relevant members of the IEP/504 Plan Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Aspire school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has previously been developed,
 - i. review the behavioral intervention plan,
 - ii. and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Aspire School Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

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

5. Special Circumstances

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

The CEO or designee (Director of Special Education) may remove a student to an interim alternative educational setting for not more than forty-five (45) days

without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

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

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

If Aspire Public Schools had no basis for knowledge of the student's disability, the Aspire school shall proceed with the proposed discipline. Aspire Public Schools shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Aspire Public Schools pending the results of the evaluation.

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

Appendix XVIII:
Evidence of Insurance Coverage

INSURED SCHOOLS AND LOCATIONS

Aspire Public Schools

1001 22nd Avenue

Oakland, CA 94606

1001 22nd Avenue, Oakland, CA 94606

Aspire 66th Avenue Project

1009 66th Avenue
Oakland, CA 94608
1009 66th Avenue, Oakland, CA 94608

Aspire Alexander Twilight College Preparatory Academy

2360 El Camino Avenue
Sacramento, CA 95281
2360 El Camino Avenue, Sacramento, CA 95281

Aspire Alexander Twilight Secondary Academy

2360 El Camino Avenue
Sacramento, CA 95281
2360 El Camino Avenue, Sacramento, CA 95281

Aspire Antonio Maria Lugo Academy

2665 Clarendon
Huntington Park, CA 90255
2665 Clarendon, Huntington Park, CA 90255

Aspire APEX Academy

444 N. American St
Stockton, CA 95202
444 N. American St, Stockton, CA 95202

Aspire Benjamin Holt College Preparatory Academy

3293 East Morada Lane
Stockton, CA 95212
3293 East Morada Lane, Stockton, CA 95212

Aspire Berkeley Maynard Academy

6200 San Pablo Avenue
Oakland, CA 94608
6200 San Pablo Avenue, Oakland, CA 94608

Aspire California College Preparatory Academy

2125 Jefferson Avenue
Berkeley, CA 94703
2125 Jefferson Avenue, Berkeley, CA 94703

Aspire Capitol Heights Academy

2520 33rd Street
Sacramento, CA 95817
2520 33rd Street, Sacramento, CA 95817

Aspire Centennial College Preparatory Academy

2079 Saturn Avenue
Huntington Park, CA 90255
2071 Saturn Avenue, Huntington Park, CA 90255

Aspire Clarendon Elementary School

6720 S. Alameda Street
Huntington Park, CA 90255
6720 S. Alameda Street, Huntington Park, CA 90255

Aspire College Academy

8030 Atherton Street
Oakland, CA 94605
8030 Atherton Street, Oakland, CA 94605

Aspire Downtown Stockton Preparatory Academy

444 N. American
Stockton, CA 95202
444 N. American, Stockton, CA 95202

Aspire East Palo Alto Charter School

1286 Runnymede Street
East Palo Alto, CA 94303
1286 Runnymede Street, East Palo Alto, CA 94303

Aspire East Palo Alto Phoenix Academy

1039 Garden Street
Palo Alto, CA 94303
1039 Garden Street, Palo Alto, CA 94303

Aspire ERES Academy

1936 Courtland Avenue
Oakland, CA 94601
1936 Courtland Avenue, Oakland, CA 94601

Aspire Firestone Academy

8929 Kauffman Avenue
South Gate, CA 90280
8929 Kauffman Avenue, South Gate, CA 90280

Aspire Gateway Academy

8929 Kauffman Avenue
South Gate, CA 90280
8929 Kauffman Avenue, South Gate, CA 90280

Aspire Golden State College Preparatory Academy

1009 66th Avenue
Oakland, CA 94621
1009 66th Avenue, Oakland, CA 94621

Aspire Huntington Park Charter School

6005 Stafford Avenue
Huntington Park, CA 90255
6005 Stafford Avenue, Huntington Park, CA 90255

Aspire Inskeep Academy

123 W. 59th Street
Los Angeles, CA 90003
123 W. 59th Street, Los Angeles, CA 90003

Aspire Junior Collegiate Academy

6720 S. Alameda Street
Huntington Park, CA 90255
6720 S. Alameda Street, Huntington Park, CA 90255

Aspire Langston Hughes Academy

2050 West Lane
Stockton, CA 95205
2050 West Lane, Stockton, CA 95205

Aspire Lionel Wilson College Preparatory Academy

400 105th Avenue
Oakland, CA 94603
400 105th Avenue, Oakland, CA 94603

Aspire Millsmont Academy

3200 62nd Avenue
Oakland, CA 94605-1614
3200 62nd Avenue, Oakland, CA 94605-1614

Aspire Monarch Academy

1445 101st Avenue
Oakland, CA 94603
1445 101st Avenue, Oakland, CA 94603

Aspire Pacific Academy

2565 58th Street
Huntington Park, CA 90255
2565 58th Street, Huntington Park, CA 90255

Aspire Port City Academy

2040 West Lane
Stockton, CA 95205
2040 West Lane, Stockton, CA 95205

Aspire Ollin Academy

2540 East 58th Street
Huntington Park, CA 90255
2540 East 58th Street, Huntington Park, CA 90255

Aspire River Oaks Charter School

1801 Pyrenees Avenue
Stockton, CA 95210
1801 Pyrenees Avenue, Stockton, CA 95210

Aspire Rosa Parks Academy

1930 South D. Street
Stockton, CA 95206
1930 South D. Street, Stockton, CA 95206

Aspire Slauson Academy

123 W. 59th Street
Los Angeles, CA 90003
123 W. 59th Street, Los Angeles, CA 90003

Aspire Summit Charter Academy

2036 E. Hatch Road
Modesto, CA 95351
2036 E. Hatch Road, Modesto, CA 95351

Aspire Tate Academy

123 W. 59th Street
Los Angeles, CA 90003
123 W. 59th Street, Los Angeles, CA 90003

Aspire Titan Academy

6724 South Alameda Street
Huntington Park, CA 90255
6724 South Alameda Street, Huntington Park, CA 90255

Aspire University Charter School

3313 Coffee Road
Modesto, CA 95355
3313 Coffee Road, Modesto, CA 95355

Aspire Vanguard College Preparatory Academy

5255 First Street

Empire, CA 95319

5255 First Street, Empire, CA 95319

Aspire Vincent Shalvey Academy

10038 Hwy 99 E. Frontage Road

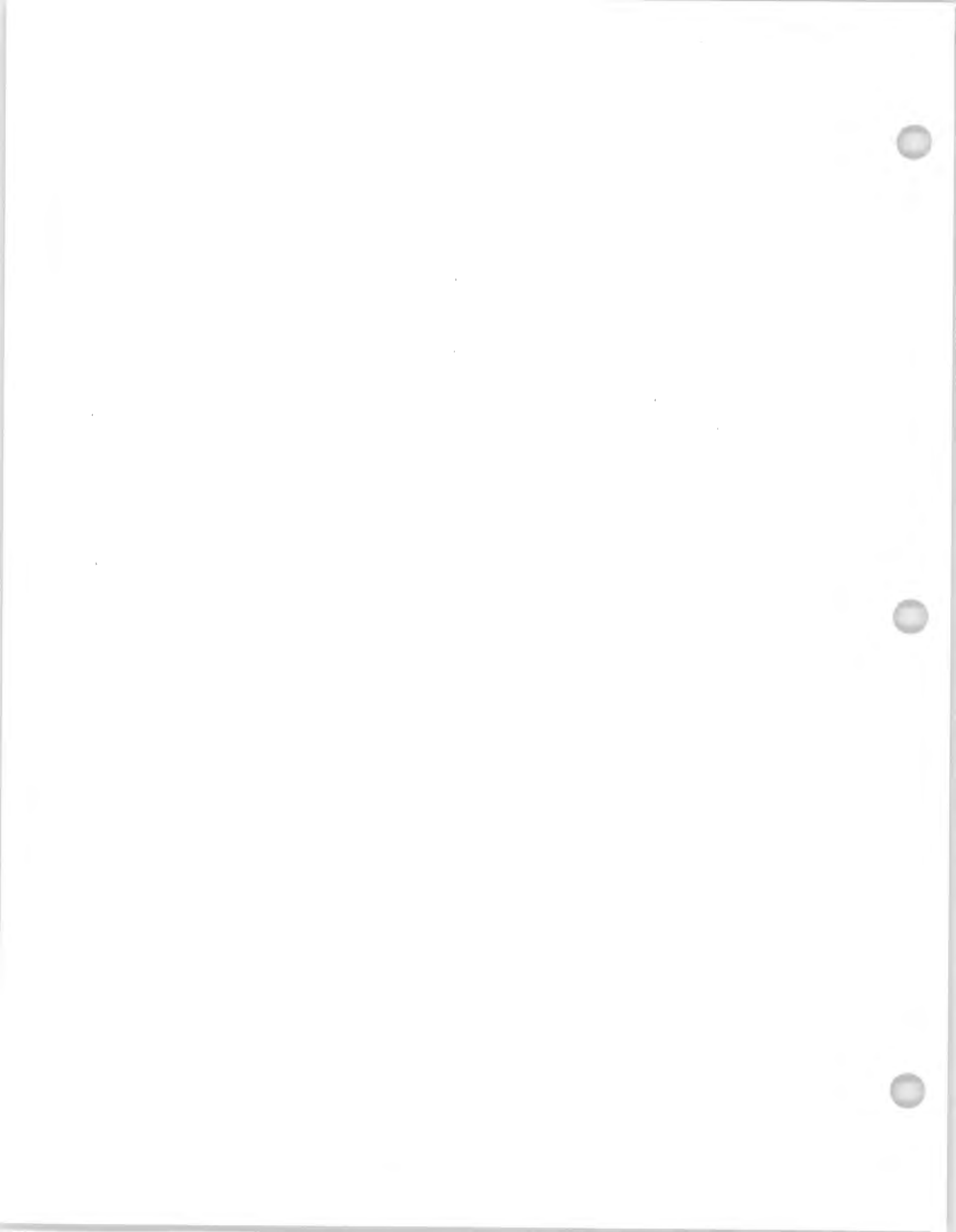
Stockton, CA 95212

10038 Hwy 99 E. Frontage Road, Stockton, CA 95212

SCHEDULE OF VEHICLES

None Reported

TOTAL VEHICLE VALUES: \$0



Appendix XIX:
School Financials

Three Year Budget

		2013-2014	2014-2015	2015-2016	2016-2017	Notes
		Submitted Budget	Budget	Budget	Budget	
Revenues						
State	State aid - principal apportionment	\$952,941	\$1,055,566	\$1,092,252	\$1,176,605	See revenue assumptions below
	State aid - education protection account	\$297,061	\$284,733	\$291,720	\$311,506	See revenue assumptions below
	Lottery	\$40,031	\$39,959	\$40,878	\$43,762	See revenue assumptions below
	Mandate block grant	\$6,239	\$3,586	\$3,669	\$3,927	See revenue assumptions below
	ASES grant	\$112,500	\$112,500	\$112,500	\$112,500	Assumed flat amount based on current funding
	SB740 facility grant	\$94,761	\$94,761	\$94,761	\$94,761	Assumed flat amount based on current funding
	State SpEd	\$156,458	\$159,274	\$162,938	\$167,011	See revenue assumptions below; includes EDCOE transfers
	State nutrition	\$8,171	\$8,196	\$8,237	\$8,619	Estimated based on historical amounts & projected inflation
Federal	Title I/II/III	\$90,147	\$90,147	\$90,147	\$90,147	Assumed flat amount based on current funding
	CSFIG facility grant	-	-	-	-	Assumed flat amount based on current funding
	Federal SpEd	\$35,028	\$30,738	\$31,445	\$33,663	See revenue assumptions below
	Federal nutrition	\$109,915	\$112,960	\$113,515	\$118,792	Estimated based on historical amounts & projected inflation
	Other federal	\$6,000	-	-	-	Assume no other federal revenues
Local	In lieu of property taxes	\$409,554	\$439,280	\$439,280	\$458,804	See revenue assumptions below
	Local nutrition	\$5,047	\$6,531	\$6,564	\$6,869	Estimated based on historical amounts & projected inflation
	Other local	\$21,500	\$20,000	\$20,000	\$20,000	Estimated based on historical amounts
Revenues - Total		\$2,345,353	\$2,458,232	\$2,507,905	\$2,646,968	
Expenses - Personnel						
	Certificated salaries	\$963,402	\$966,700	\$988,934	\$1,013,657	See staffing details below
	Classified salaries	\$189,152	\$196,730	\$201,255	\$206,286	See staffing details below
	Benefits & payroll taxes	\$320,138	\$326,928	\$337,661	\$364,223	See expense assumptions below
Expenses - Personnel		\$1,472,692	\$1,490,358	\$1,527,850	\$1,584,167	
Expenses - Operating						
Supplies	Books	\$12,000	\$12,038	\$12,315	\$13,183	Estimated based on historical amounts & projected inflation
	Materials	\$56,403	\$56,580	\$57,881	\$61,965	Estimated based on historical amounts & projected inflation
	Computers, equipment, & furniture	\$36,718	\$36,833	\$37,680	\$40,339	Estimated based on historical amounts & projected inflation
	Food services	\$115,435	\$123,602	\$124,209	\$129,983	Estimated based on historical amounts & projected inflation
Services	Travel & conferences	\$8,500	\$8,527	\$8,723	\$9,338	Estimated based on historical amounts & projected inflation
	Dues & subscriptions	\$1,500	\$1,505	\$1,539	\$1,648	Estimated based on historical amounts & projected inflation
	Insurance	\$10,960	\$10,994	\$11,247	\$12,041	Estimated based on historical amounts & projected inflation
	Utilities	\$36,600	\$36,715	\$37,559	\$40,209	Estimated based on historical amounts & projected inflation
	Rent	\$138,023	\$138,456	\$141,641	\$151,634	Estimated based on historical amounts & projected inflation
	Leases	\$13,130	\$13,171	\$13,474	\$14,425	Estimated based on historical amounts & projected inflation
	Professional services	\$128,101	\$128,503	\$131,459	\$140,734	Estimated based on historical amounts & projected inflation
	Authorizer oversight fees	\$15,369	\$17,796	\$18,233	\$19,469	See expense assumptions below
	Communications	\$12,484	\$12,523	\$12,811	\$13,715	Estimated based on historical amounts & projected inflation
	Special education charges	\$25,706	\$25,787	\$26,380	\$28,241	Estimated based on historical amounts & projected inflation
Depreciation	Depreciation	\$30,026	\$30,026	\$30,026	\$30,026	Estimated based on historical amounts
Other Outgo	Home office contribution	\$134,013	\$133,929	\$137,056	\$145,933	See expense assumptions below
	Facility allocation contribution	\$171,158	\$172,194	\$176,215	\$187,628	See expense assumptions below
Expenses - Operating		\$946,126	\$959,179	\$978,449	\$1,040,512	
Expenses - Total		\$2,418,818	\$2,449,538	\$2,506,299	\$2,624,679	
Surplus/(Deficit)		-\$73,465	\$8,694	\$1,606	\$22,290	
Beginning Fund Balance		\$400,248	\$326,783	\$335,477	\$337,083	
Ending Fund Balance		\$326,783	\$335,477	\$337,083	\$359,373	

Three Year Budget

	2013-2014	2014-2015	2015-2016	2016-2017
	Submitted Budget	Budget	Budget	Budget
Students				
Total enrollment	274	270	270	282
Attendance rate	94.9%	94.9%	94.9%	94.9%
Total ADA	260	256	256	268
%Free meal	75.2%	75.2%	75.2%	75.2%
% Reduced meal	10.2%	10.2%	10.2%	10.2%
%ELL	27.0%	27.0%	27.0%	27.0%
%Unduplicated	85.3%	85.3%	85.3%	85.3%
Enrollment				
Kindergarten	46	46	46	46
1st grade	46	46	46	46
2nd grade	46	46	46	46
3rd grade	46	46	46	48
4th grade	45	44	44	48
5th grade	45	42	42	48
6th grade				
7th grade				
8th grade				
9th grade				
10th grade				
11th grade				
12th grade				
Total enrollment	274	270	270	282
Staff				
1110 Cert. Teachers		14.3	14.3	14.3
1200 Cert. Support		1.7	1.7	1.7
1300 Cert. Admin		1.0	1.0	1.0
2100 Instructional Aides		2.2	2.2	2.2
2200 Class. Support		0.4	0.4	0.4
2300 Class. Admin		-	-	-
2400 Clerical/Office Staff		2.6	2.6	2.6
2900 Class. Other		1.6	1.6	1.6
Total FTEs		23.8	23.8	23.8

Notes

Estimated based on historical amounts

Estimated based on historical amounts

Estimated based on historical amounts

Estimated based on historical amounts

Estimated based on historical amounts

Three Year Budget

		2013-2014	2014-2015	2015-2016	2016-2017	
		Submitted				
		Budget	Budget	Budget	Budget	Notes
Revenue Assumptions						
LCFF	COLA		1.8%	2.3%	2.5%	School Services estimates
	Base grant per ADA - K-3		\$6,952	\$7,077	\$7,240	School Services estimates
	Base grant per ADA - 4-6		\$7,056	\$7,183	\$7,348	School Services estimates
	Base grant per ADA - 7-8		\$7,266	\$7,397	\$7,567	School Services estimates
	Base grant per ADA - 9-12		\$8,419	\$8,570	\$8,767	School Services estimates
	Grade level supplement % - K-3		10.4%	10.4%	10.4%	School Services estimates
	Grade level supplement % - 9-12		2.6%	2.6%	2.6%	School Services estimates
	Supplemental grant %		20.0%	20.0%	20.0%	School Services estimates
	Concentration grant threshold %		55.0%	55.0%	55.0%	School Services estimates
	Local district unduplicated %		79.9%	79.9%	79.9%	CDE estimates
	Concentration grant %		50.0%	50.0%	50.0%	School Services estimates
	LCFF gap funded %		4.4%	5.5%	5.5%	School Services estimates
EPA	% of total LCFF funding		16.0%	16.0%	16.0%	CSDC estimates
In Lieu	Amount per ADA - K-12		\$1,715	\$1,715	\$1,715	2012-2013 P2 rate
Lottery	Amount per ADA - K-12		\$156	\$160	\$164	School Services estimates
Mandate	Amount per ADA - K-8		\$14	\$14	\$15	School Services estimates
	Amount per ADA - 9-12		\$42	\$43	\$44	School Services estimates
SpEd	State special education funding rate (per ADA)		\$500	\$512	\$524	EDCOE 2013-2014 estimates
	State mental health funding rate (per ADA)		\$20	\$20	\$21	EDCOE 2013-2014 estimates
	Federal special education funding rate (per ADA)		\$120	\$123	\$126	EDCOE 2013-2014 estimates
Expense Assumptions						
COLA	COLA		1.80%	2.30%	2.50%	Match revenue COLA
Benefits	STRS %		8.25%	8.75%	9.25%	CALSTRS estimates, 0.5% increase per year
	PERS %		11.94%	12.44%	12.94%	CALPERS estimates, 0.5% increase per year
	Medicare %		1.45%	1.45%	1.45%	No change to current rate
	OASDI %		6.20%	6.20%	6.20%	No change to current rate
	Other benefits costs %		2.75%	2.75%	2.75%	No change to current rate
	Healthcare average per eligible employee		\$8,400	\$9,240	\$10,164	10% increase per year
Other	Authorizer oversight fees		1.00%	1.00%	1.00%	1% oversight fee (on LCFF revenues)
	Home office contribution		7.00%	7.00%	7.00%	% of ongoing state and federal revenues
	Facility allocation contribution		9.00%	9.00%	9.00%	% of ongoing state and federal revenues
	Special Education general fund contribution per ADA		\$150	\$150	\$150	Estimated based on historical amounts

Cash Flow - 2014-2015

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 150,000	\$ 330,305	\$ 238,574	\$ 249,049	\$ 235,721	\$ 203,599	\$ 314,508	\$ 296,474	\$ 287,123	\$ 353,740	\$ 346,266	\$ 206,700	\$ 128,447	
Revenues															
State															
State aid - principal apportionment	\$ 1,055,566	\$ 52,778	\$ 52,778	\$ 95,001	\$ 95,001	\$ 95,001	\$ 95,001	\$ 95,001	\$ 95,001	\$ 95,001	\$ 58,901	\$ 1,900	\$ -	\$ 224,202	\$ 1,055,566
State aid - education protection account	\$ 284,733	\$ -	\$ -	\$ 71,183	\$ -	\$ -	\$ 71,183	\$ -	\$ -	\$ 71,183	\$ -	\$ -	\$ 71,183	\$ -	\$ 284,733
Lottery	\$ 39,959	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,990	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 19,980	\$ 39,959
Mandate block grant	\$ 3,586	\$ -	\$ -	\$ -	\$ -	\$ 3,586	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,586
ASES grant	\$ 112,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,375	\$ -	\$ -	\$ -	\$ 28,125	\$ -	\$ -	\$ 45,000	\$ 112,500
SB740 facility grant	\$ 94,761	\$ -	\$ -	\$ -	\$ 47,381	\$ -	\$ -	\$ -	\$ -	\$ 35,535	\$ -	\$ -	\$ -	\$ 11,845	\$ 94,761
State SpEd	\$ 159,274	\$ 7,964	\$ 7,964	\$ 14,335	\$ 14,335	\$ 14,335	\$ 14,335	\$ 14,335	\$ 14,335	\$ 8,888	\$ 287	\$ -	\$ -	\$ 33,830	\$ 159,274
State nutrition	\$ 8,196	\$ -	\$ 745	\$ 745	\$ 745	\$ 745	\$ 745	\$ 745	\$ 745	\$ 745	\$ 745	\$ 745	\$ 745	\$ -	\$ 8,196
Total State	\$ 1,758,575	\$ 60,742	\$ 61,487	\$ 181,264	\$ 157,461	\$ 113,667	\$ 220,639	\$ 120,071	\$ 110,081	\$ 216,799	\$ 106,648	\$ 2,932	\$ 71,928	\$ 334,857	\$ 1,758,575
Federal															
Title I/III	\$ 90,147	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,059	\$ -	\$ -	\$ -	\$ 36,059	\$ -	\$ -	\$ 18,029	\$ 90,147
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 30,738	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,684	\$ -	\$ -	\$ -	\$ 7,684	\$ -	\$ 15,369	\$ 30,738
Federal nutrition	\$ 112,960	\$ -	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ -	\$ 112,960
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 233,845	\$ -	\$ 10,269	\$ 10,269	\$ 10,269	\$ 10,269	\$ 46,328	\$ 17,954	\$ 10,269	\$ 10,269	\$ 46,328	\$ 17,954	\$ 10,269	\$ 33,398	\$ 233,845
Local															
In lieu of property taxes	\$ 439,280	\$ 26,357	\$ 52,714	\$ 35,142	\$ 35,142	\$ 35,142	\$ 35,142	\$ 35,142	\$ 61,499	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ -	\$ 439,280
Local nutrition	\$ 6,531	\$ -	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ 594	\$ -	\$ 6,531
Other local	\$ 20,000	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ -	\$ 20,000
Total Local	\$ 465,812	\$ 28,023	\$ 54,974	\$ 37,403	\$ 37,403	\$ 37,403	\$ 37,403	\$ 37,403	\$ 63,760	\$ 33,010	\$ 33,010	\$ 33,010	\$ 33,010	\$ -	\$ 465,812
Total Revenue	\$ 2,458,232	\$ 88,765	\$ 126,730	\$ 228,936	\$ 205,133	\$ 161,339	\$ 304,370	\$ 175,427	\$ 184,109	\$ 260,078	\$ 185,966	\$ 53,895	\$ 115,207	\$ 368,255	\$ 2,458,232
Expenses															
(1000) Certificated Salaries	\$ 966,700	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 77,336	\$ 38,668	\$ 966,700
(2000) Classified Salaries	\$ 196,730	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 15,738	\$ 7,869	\$ 196,730
(3000) Employee Benefits	\$ 326,928	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 26,154	\$ 13,077	\$ 326,928
(4000) Books/Supplies	\$ 229,053	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 18,324	\$ 9,162	\$ 229,053
(5000) Services/Other Operating Exp	\$ 393,977	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 31,518	\$ 15,759	\$ 393,977
(6000) Capital Outlay	\$ 30,026	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 1,201	\$ 30,026
(7000) All Other Outgo	\$ 306,123	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 24,490	\$ 12,245	\$ 306,123
Total Expenses	\$ 2,449,538	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 195,963	\$ 97,982	\$ 2,449,538
Surplus/(Deficit)	\$ 8,694	\$ (107,198)	\$ (69,233)	\$ 32,973	\$ 9,170	\$ (34,624)	\$ 108,407	\$ (20,536)	\$ (11,854)	\$ 64,115	\$ (9,977)	\$ (142,068)	\$ (80,756)	\$ 270,274	\$ 8,694
Accounts Receivables															
Apportionment AR	\$ 200,000	\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other AR	\$ 110,000	\$ 110,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (Add back)	\$ 30,026	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ -	\$ -
Liabilities															
Short-term Payables	\$ (100,000)	\$ (25,000)	\$ (25,000)	\$ (25,000)	\$ (25,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Debt (RANs)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance	\$ 330,305	\$ 238,574	\$ 249,049	\$ 235,721	\$ 203,599	\$ 314,508	\$ 296,474	\$ 287,123	\$ 353,740	\$ 346,266	\$ 206,700	\$ 128,447	\$ -	\$ -	\$ -

Cash Flow Assumptions

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
State aid - principal apportionment	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State aid - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	50.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	0.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	40.0%
SB740 facility grant	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Title I/III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	50.0%
Federal nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other federal	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
In lieu of property taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%	0.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Local nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses													
	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	4.0%

Cash Flow - 2015-2016

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 128,447	\$ 364,988	\$ 271,295	\$ 283,169	\$ 269,494	\$ 236,602	\$ 348,405	\$ 329,925	\$ 319,722	\$ 387,234	\$ 377,756	\$ 233,956	\$ 152,966	
Revenues															
State															
State aid - principal apportionment	\$ 1,092,252	\$ 54,613	\$ 54,613	\$ 98,303	\$ 98,303	\$ 98,303	\$ 98,303	\$ 98,303	\$ 98,303	\$ 98,303	\$ 60,948	\$ 1,966	\$ -	\$ 231,994	\$ 1,092,252
State aid - education protection account	\$ 291,720	\$ -	\$ -	\$ 72,930	\$ -	\$ -	\$ 72,930	\$ -	\$ -	\$ 72,930	\$ -	\$ -	\$ 72,930	\$ -	\$ 291,720
Lottery	\$ 40,878	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,220	\$ -	\$ -	\$ 10,220	\$ -	\$ -	\$ 20,439	\$ 40,878
Mandate block grant	\$ 3,669	\$ -	\$ -	\$ -	\$ -	\$ 3,669	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,669
ASES grant	\$ 112,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,375	\$ -	\$ -	\$ -	\$ 28,125	\$ -	\$ -	\$ 45,000	\$ 112,500
SB740 facility grant	\$ 94,761	\$ -	\$ -	\$ -	\$ 47,381	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 35,535	\$ -	\$ -	\$ 11,845	\$ 94,761
State SpEd	\$ 162,938	\$ 8,147	\$ 8,147	\$ 14,664	\$ 14,664	\$ 14,664	\$ 14,664	\$ 14,664	\$ 14,664	\$ 14,664	\$ 9,092	\$ 293	\$ -	\$ 34,608	\$ 162,938
State nutrition	\$ 8,237	\$ -	\$ 749	\$ 749	\$ 749	\$ 749	\$ 749	\$ 749	\$ 749	\$ 749	\$ 749	\$ 749	\$ -	\$ -	\$ 8,237
Total State	\$ 1,806,954	\$ 62,759	\$ 63,508	\$ 186,646	\$ 181,096	\$ 117,384	\$ 226,021	\$ 123,935	\$ 113,716	\$ 222,181	\$ 109,133	\$ 3,008	\$ 73,679	\$ 343,887	\$ 1,806,954
Federal															
Title I/II/III	\$ 90,147	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,059	\$ -	\$ -	\$ -	\$ 36,059	\$ -	\$ -	\$ 18,029	\$ 90,147
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 31,445	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,861	\$ -	\$ -	\$ -	\$ 7,861	\$ -	\$ 15,722	\$ 31,445
Federal nutrition	\$ 113,515	\$ -	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ -	\$ 113,515
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 235,107	\$ -	\$ 10,320	\$ 10,320	\$ 10,320	\$ 10,320	\$ 46,378	\$ 18,181	\$ 10,320	\$ 10,320	\$ 46,378	\$ 18,181	\$ 10,320	\$ 33,752	\$ 235,107
Local															
In lieu of property taxes	\$ 439,280	\$ 26,357	\$ 52,714	\$ 35,142	\$ 35,142	\$ 35,142	\$ 35,142	\$ 35,142	\$ 61,499	\$ 30,750	\$ 30,750	\$ 30,750	\$ 30,750	\$ -	\$ 439,280
Local nutrition	\$ 6,564	\$ -	\$ 597	\$ 597	\$ 597	\$ 597	\$ 597	\$ 597	\$ 597	\$ 597	\$ 597	\$ 597	\$ 597	\$ -	\$ 6,564
Other local	\$ 20,000	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ -	\$ 20,000
Total Local	\$ 465,844	\$ 28,023	\$ 54,977	\$ 37,406	\$ 37,406	\$ 37,406	\$ 37,406	\$ 37,406	\$ 63,763	\$ 33,013	\$ 33,013	\$ 33,013	\$ 33,013	\$ -	\$ 465,844
Total Revenue	\$ 2,507,905	\$ 90,783	\$ 128,805	\$ 234,371	\$ 208,822	\$ 165,110	\$ 309,805	\$ 179,522	\$ 187,798	\$ 265,514	\$ 188,524	\$ 54,202	\$ 117,011	\$ 377,638	\$ 2,507,905
Expenses															
(1000) Certificated Salaries	\$ 988,934	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 79,115	\$ 39,557	\$ 988,934
(2000) Classified Salaries	\$ 201,255	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 16,100	\$ 8,050	\$ 201,255
(3000) Employee Benefits	\$ 337,661	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 27,013	\$ 13,506	\$ 337,661
(4000) Books/Supplies	\$ 232,086	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 18,567	\$ 9,283	\$ 232,086
(5000) Services/Other Operating Exp	\$ 403,066	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 32,245	\$ 16,123	\$ 403,066
(6000) Capital Outlay	\$ 30,026	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 1,201	\$ 30,026
(7000) All Other Outgo	\$ 313,271	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 25,062	\$ 12,531	\$ 313,271
Total Expenses	\$ 2,506,299	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 200,504	\$ 100,252	\$ 2,506,299
Surplus/(Deficit)	\$ 1,606	\$ (109,721)	\$ (71,699)	\$ 33,867	\$ 8,318	\$ (35,394)	\$ 109,301	\$ (20,982)	\$ (12,706)	\$ 65,010	\$ (11,980)	\$ (146,302)	\$ (83,493)	\$ 277,386	\$ 1,606
Accounts Receivables															
Apportionment AR	\$ 224,202	\$ 224,202	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other AR	\$ 144,053	\$ 144,053	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation (Add back)	\$ 30,026	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ -	
Liabilities															
Short-term Payables	\$ (97,982)	\$ (24,495)	\$ (24,495)	\$ (24,495)	\$ (24,495)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Current Debt (RANs)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Home Office Support (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Cash Balance		\$ 364,988	\$ 271,295	\$ 283,169	\$ 269,494	\$ 236,602	\$ 348,405	\$ 329,925	\$ 319,722	\$ 387,234	\$ 377,756	\$ 233,956	\$ 152,966		

Cash Flow Assumptions

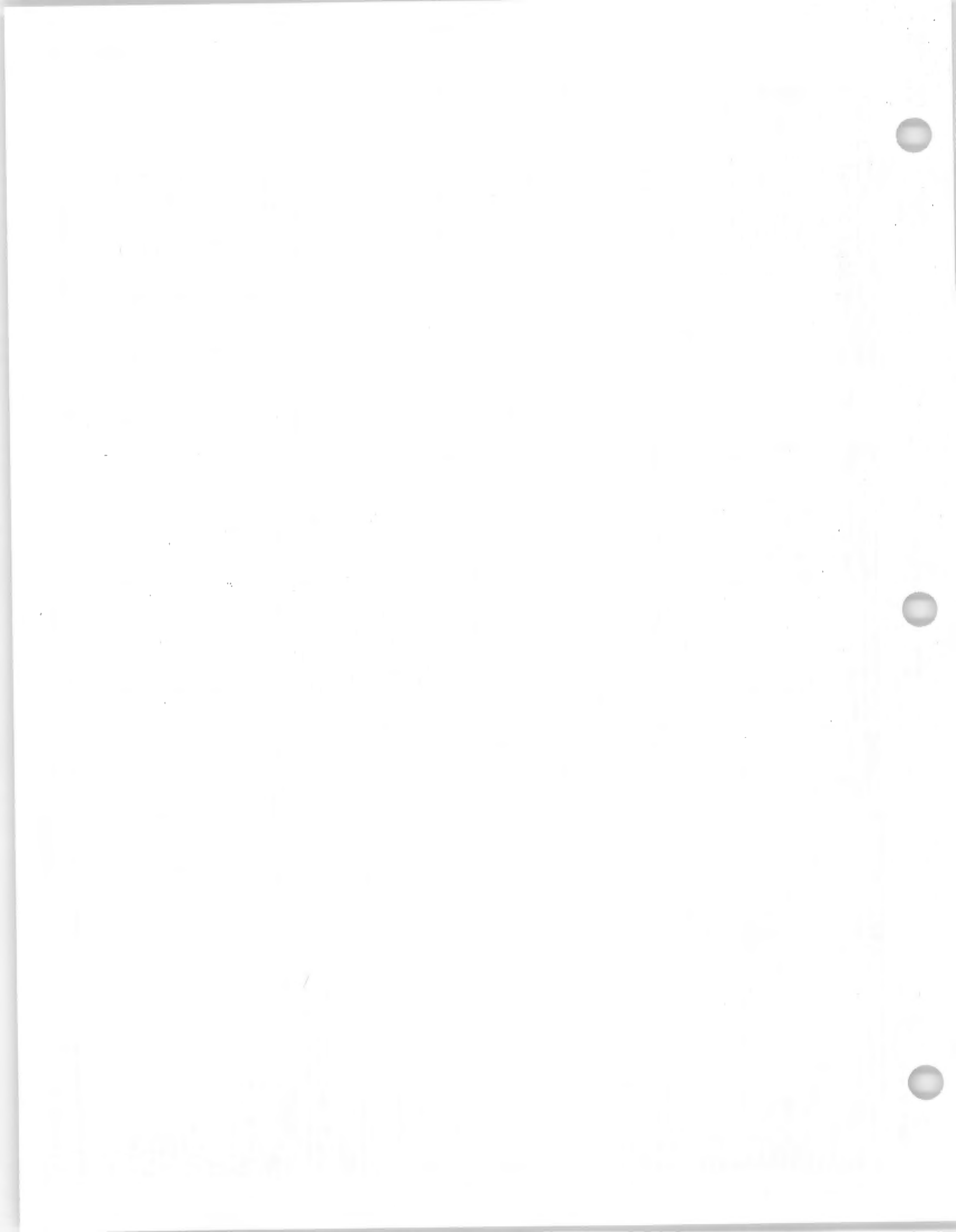
Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR	
Revenue														
State aid - principal apportionment	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State aid - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	50.0%	0.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	0.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	40.0%	0.0%
SB740 facility grant	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%	0.0%
State SpEd	0.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%	0.0%
State nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%	0.0%
Title I/II/III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%	0.0%
CSFIG facility grant	0.0%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%	0.0%
Federal SpEd	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	50.0%	0.0%
Federal nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%	0.0%
Other federal	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
In lieu of property taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%	0.0%	0.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%	0.0%
Local nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%	0.0%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%	0.0%
Expenses														
	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	4.0%	

Cash Flow - 2016-2017

	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	AR/AP	Totals
Beginning Cash Balance		\$ 152,966	\$ 394,445	\$ 298,021	\$ 314,866	\$ 301,215	\$ 269,175	\$ 386,517	\$ 369,905	\$ 361,464	\$ 434,320	\$ 422,936	\$ 272,289	\$ 188,684	
Revenues															
State															
State aid - principal apportionment	\$ 1,176,605	\$ 58,830	\$ 58,830	\$ 105,894	\$ 105,894	\$ 105,894	\$ 105,894	\$ 105,894	\$ 105,894	\$ 105,894	\$ 65,655	\$ 2,118	\$ -	\$ 249,911	\$ 1,176,605
State aid - education protection account	\$ 311,506	\$ -	\$ -	\$ 77,877	\$ -	\$ -	\$ 77,877	\$ -	\$ -	\$ 77,877	\$ -	\$ -	\$ 77,877	\$ -	\$ 311,506
Lottery	\$ 43,762	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,941	\$ -	\$ -	\$ 10,941	\$ -	\$ -	\$ 21,881	\$ 43,762
Mandate block grant	\$ 3,927	\$ -	\$ -	\$ -	\$ -	\$ 3,927	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,927
ASES grant	\$ 112,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,375	\$ -	\$ -	\$ -	\$ 28,125	\$ -	\$ -	\$ -	\$ 112,500
SB740 facility grant	\$ 94,781	\$ -	\$ -	\$ -	\$ 47,381	\$ -	\$ -	\$ -	\$ -	\$ 35,535	\$ -	\$ -	\$ -	\$ -	\$ 94,781
State SpEd	\$ 167,011	\$ 8,351	\$ 8,351	\$ 15,031	\$ 15,031	\$ 15,031	\$ 15,031	\$ 15,031	\$ 15,031	\$ 15,031	\$ 9,319	\$ 301	\$ -	\$ 35,473	\$ 167,011
State nutrition	\$ 8,619	\$ -	\$ 784	\$ 784	\$ 784	\$ 784	\$ 784	\$ 784	\$ 784	\$ 784	\$ 784	\$ 784	\$ 784	\$ -	\$ 8,619
Total State	\$ 1,918,693	\$ 67,181	\$ 67,964	\$ 199,566	\$ 169,090	\$ 125,636	\$ 238,961	\$ 132,650	\$ 121,709	\$ 235,121	\$ 114,823	\$ 3,202	\$ 78,660	\$ 364,110	\$ 1,918,693
Federal															
Title I/III	\$ 90,147	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 36,059	\$ -	\$ -	\$ -	\$ 36,059	\$ -	\$ -	\$ 18,029	\$ 90,147
CSFIG facility grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal SpEd	\$ 33,663	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,416	\$ -	\$ -	\$ -	\$ 8,416	\$ -	\$ 16,832	\$ 33,663
Federal nutrition	\$ 118,792	\$ -	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ -	\$ 118,792
Other federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 242,603	\$ -	\$ 10,799	\$ 10,799	\$ 10,799	\$ 10,799	\$ 46,858	\$ 19,215	\$ 10,799	\$ 10,799	\$ 46,858	\$ 19,215	\$ 10,799	\$ 34,861	\$ 242,603
Local															
In lieu of property taxes	\$ 458,804	\$ 27,528	\$ 55,056	\$ 36,704	\$ 36,704	\$ 36,704	\$ 36,704	\$ 36,704	\$ 64,233	\$ 32,116	\$ 32,116	\$ 32,116	\$ 32,116	\$ -	\$ 458,804
Local nutrition	\$ 6,869	\$ -	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ 624	\$ -	\$ 6,869
Other local	\$ 20,000	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ 1,667	\$ -	\$ 20,000
Total Local	\$ 485,672	\$ 29,195	\$ 57,348	\$ 38,995	\$ 38,995	\$ 38,995	\$ 38,995	\$ 38,995	\$ 66,524	\$ 34,407	\$ 34,407	\$ 34,407	\$ 34,407	\$ -	\$ 485,672
Total Revenue	\$ 2,646,968	\$ 96,376	\$ 136,111	\$ 249,360	\$ 218,884	\$ 175,431	\$ 324,814	\$ 190,860	\$ 199,032	\$ 280,328	\$ 196,086	\$ 56,825	\$ 123,867	\$ 398,972	\$ 2,646,968
Expenses															
(1000) Certificated Salaries	\$ 1,013,657	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 81,093	\$ 40,546	\$ 1,013,657
(2000) Classified Salaries	\$ 206,286	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 16,503	\$ 8,251	\$ 206,286
(3000) Employee Benefits	\$ 364,223	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 29,138	\$ 14,569	\$ 364,223
(4000) Books/Supplies	\$ 245,471	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 19,638	\$ 9,819	\$ 245,471
(5000) Services/Other Operating Exp	\$ 431,454	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 34,516	\$ 17,258	\$ 431,454
(6000) Capital Outlay	\$ 30,026	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 2,402	\$ 1,201	\$ 30,026
(7000) All Other Outgo	\$ 333,560	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 26,685	\$ 13,342	\$ 333,560
Total Expenses	\$ 2,624,679	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 209,974	\$ 104,987	\$ 2,624,679
Surplus/(Deficit)	\$ 22,290	\$ (113,599)	\$ (73,863)	\$ 39,406	\$ 8,910	\$ (34,543)	\$ 114,840	\$ (19,114)	\$ (10,942)	\$ 70,353	\$ (13,886)	\$ (153,150)	\$ (86,107)	\$ 293,984	\$ 22,290
Accounts Receivables															
Apportionment AR	\$ 231,994	\$ 231,994												\$ -	\$ -
Other AR	\$ 145,644	\$ 145,644												\$ -	\$ -
Depreciation (Add back)	\$ 30,026	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ 2,502	\$ -	\$ -
Liabilities															
Short-term Payables	\$ (100,252)	\$ (25,063)	\$ (25,063)	\$ (25,063)	\$ (25,063)									\$ -	\$ -
CDE Revolving Loans	\$ -	\$ -												\$ -	\$ -
Other Current Debt (RANs)	\$ -	\$ -												\$ -	\$ -
Home Office Support (2)	\$ -	\$ -												\$ -	\$ -
Ending Cash Balance		\$ 394,445	\$ 298,021	\$ 314,866	\$ 301,215	\$ 269,175	\$ 386,517	\$ 369,905	\$ 361,464	\$ 434,320	\$ 422,936	\$ 272,289	\$ 188,684		

Cash Flow Assumptions

Timing Assumptions	July	August	September	October	November	December	January	February	March	April	May	June	AR
Revenue													
State aid - principal apportionment	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State aid - education protection account	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%
Lottery	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	50.0%
Mandate block grant	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ASES grant	0.0%	0.0%	0.0%	0.0%	0.0%	35.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	40.0%
SB740 facility grant	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	37.5%	0.0%	0.0%	0.0%	12.5%
State SpEd	5.0%	5.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%	5.6%	0.2%	0.0%	21.2%
State nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Title I/III	0.0%	0.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	0.0%	40.0%	0.0%	0.0%	20.0%
CSFIG facility grant	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Federal SpEd	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	25.0%	0.0%	50.0%
Federal nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other federal	0.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%	0.0%	0.0%	25.0%
In lieu of property taxes	6.0%	12.0%	8.0%	8.0%	8.0%	8.0%	8.0%	14.0%	7.0%	7.0%	7.0%	7.0%	0.0%
Donations	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Local nutrition	0.0%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	9.1%	0.0%
Other local	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	8.3%	0.0%
Expenses													
	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	4.0%



Appendix XX:
Fiscal Control Policies



Fiscal Control Policies and Procedures

This document contains the following fiscal control policies and procedures:

- Purchase Orders
- Check Requests
- American Express Corporate Card
- Petty Cash
- Site Revolving Checking Account
- Employee Expenses Policy (includes Travel and Teacher reimbursements)
- Independent Contractors

These policies will be revised from time-to-time. Latest updates will be posted to Aspire’s intranet. Please call or email the Controller if you have any questions.

Purchase Orders top

Purchase orders are required for purchases exceeding \$300 and for any vendor that requires a purchase order number. Each teammate’s approval level is governed by the Purchasing Approval Matrix. There is one matrix for schools and another for the home office.

School Site Purchasing Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Teachers, After-School Directors, Deans and Other School Site Teammates ¹	No Approval
Office Managers ²	≤ \$300
Principals	≤ \$3,000
Area Superintendents	≤ \$10,000
CFO and CEO	≤ \$250,000
Board of Directors	>\$250,000

Notes:

1 - Principals have the discretion to allocate these teammates a small budget for school needs. This budget would be monitored at the school site directly.

2 - Principals, at their discretion, can require Office Managers to seek principal approval for purchases less ≤ \$300. The process for the OM to



obtain such approvals would be determined and monitored by the Principal and OM at the school site directly. Office Managers cannot sign contracts.

Home Office Purchasing Approval Matrix

<u>Teammate Group</u>	<u>Threshold</u>
Home Office Staff	No Approval
Managers and Directors without budget oversight ¹	≤ \$300
Special Education Regional Program Specialists	≤ \$1,000
Directors with budget oversight	≤ \$3,000
Vice Presidents, CAO and COO	≤ \$10,000
CFO and CEO	≤ \$250,000
Board of Directors	>\$250,000

1 - Managers and Directors without budget oversight cannot sign contracts.

What is the Approval Matrix?

The Approval Matrix indicates how much an individual can spend for one purchase before they need additional approval(s). An individual has up to his or her "Threshold" to purchase a good or service as shown the in the matrix above. For example:

- \$200 Amazon book order - *an Office Manager (OM) can place this order directly without any other approvals, because \$200 is below the OM's \$300 threshold*
- \$4,000 Amazon book order - *an Office Manager needs Principal and Area Superintendent approval using a purchase order because \$4,000 is above the OM's \$300 threshold and the Principal's \$3,000 threshold*

When do I follow the Approval Matrix?

This matrix applies to all purchases paid by invoices. Employees can use the Purchasing Decision Tree on Aspire's intranet if they need help.

To get a PO

To start a PO, employees can use the tool on the Finance Tools Portal on Aspire's intranet:

This matrix does not apply to purchases made online at Office Depot, purchases reimbursed through teammate Expense Reports or a site's individual Banking account.



Check Requests [top]

Check request forms are used for the rare condition when a vendor needs prepayment and will not accept a purchase order and regular AP processing. Purchase orders should be used most of the time.

Check request forms need to be complete and accurate. Missing or incomplete information will cause the request to be rejected.

Check Request Form Requirements:

- Vendor Information : Name, Address and Tax Identification
- Reason for check
- Total amount of check
- Valid Site/Department, Resource and Object codes
- Attached scanned backup in the form of an order confirmation, registration forms, etc.
- Electronic approval from site manager/principal

If these requirements have been met, and a check request is received by noon Wednesday, the check will should leave the home office no later than Thursday.

How to Authorize Payment for Goods

1. Keep the packing slip when the goods are delivered to your site.
2. All deliveries must be given to the Purchaser to open, verify inventory and distribute.
3. The Purchaser counts the items received and compares the count to the quantities listed on the packing slip. On the packing slip, document any discrepancies (damaged items, missing / back ordered items, or contracted time was not needed / delivered). Do this before delivering the goods to the receiving party.
4. Notify the vendor if there are problems with the order such as damage or missing items. If all items are received in good condition, sign and date the packing slip and KEEP ON SITE. Then, deliver the items to the receiving party. Damaged items need to be held as proof for the vendor.
5. Invoices should be opened and date-stamped as received.
6. Compare the invoice and the copy of packing slip you retained earlier for consistency.
7. If the invoice and packing slip match, and all goods have been received, forward to your principal/manager for a final approval signature. Once this is done, send the complete packet, stapled at the top left corner with the invoice on top of the packing slip directly to the home



office via the nightly courier. Always keep a copy for yourself in case the documentation is lost in transit. You do not need to send vendors envelopes or ads.

8. If the invoice and packing slip are extremely inconsistent, ask the vendor to re-issue a corrected invoice. If the invoice and packing slip amounts differ slightly, note the amount that should be paid and forward the documents to the accounts payable administrator for a partial payment.

How to Authorize Payment of a Service

1. Send the contract to CFO or Controller for review and approval. Most vendors have standard contracts that we approve. We typically do not approve late charges.
2. Review the vendor's invoice for accuracy. On the invoice, make a note of any discrepancies between the contract and the service (e.g. quality, timeliness, inaccuracies)
3. If the invoice is appropriate, sign your name and date of review on the invoice and forward immediately to Accounts Payable for payment using the Finance Portal.

Invoicing

All invoices except for utility bills like rent, utilities, copiers or phones, most bills should go directly to the site. Those recurring utility, copier and phone bills are sent directly to the home office to help timely payment of these vital bills. All other invoices must come to the site first for approval so that you may have a chance to look it over and approve all the charges.

Invoices are sent to the site to provide principals with more control over what is being spent out of the budget and to ensure the accuracy of all invoices.

American Express Corporate Card [top]

The purposes of Aspire's American Express Corporate Account Policy and Procedures are to:

- Maintain effective controls on the spending of Aspire's funds
- Reimburse employees in a timely manner for work-related goods and services purchased by an employee
- Ensure that resources are wisely used to achieve Aspire's mission
- Create a paper trail that tracks the flow of funds for audit purposes

The card may be used for:

1. Meals and Entertainment for Aspire employees and business associates while conducting Aspire business that have been approved by your supervisor
2. Online purchases of goods or services directly for Aspire when a purchase order is not an option
3. Travel expenses while conducting Aspire business



4. In-store purchases of goods or services when time or other constraints do not allow routine AP processing of an invoice.
5. Gasoline for Aspire related car rentals only

The card should NOT be used for:

1. Personal items and services unrelated to Aspire
2. Gasoline for personal cars (Because mileage is expensed separately)
3. Large ticket purchases when a purchase order with approvals should be used
4. Large purchases known well in advance from vendors who accept purchase orders should not be paid with the American Express card.

The card is to be only used for time constrained purchases such as travel when the standard purchasing processes will not work. The card is not to be used as a way to bypass or avoid standard purchasing protocols. **Please note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.**

How is the American Express Corporate Account paid?

All cardholders are responsible for paying their balances directly to American Express. Bills will arrive at your home at the end of each month and all reimbursements will be done through expense reports.

Each reimbursable purchase made with your American Express card should be listed as a separate line item on your expense report. The average time from when the home office receives a completed expense report with all required approvals and documentation to the time that payment is released is anywhere from one (1) business day to seven (7) business days depending on the day of the week the expense report is received.

Failure to adequately complete the Aspire expense report requirements will result in a delay of reimbursement.

American Express Corporate Card FAQ's

So, now I will have to front the money for the American Express Card?

No, as long as you submit your expense report in a timely manner you will receive the money to pay your American Express card in ample time to meet the card's due date.

Can I cancel my American Express card?



Yes, the corporate American Express card is provided as a convenience to you. However, if you decide you do not want to carry the card at any time, please let accounts payable know and they will assist with the cancellation.

How long will it take for me to receive my reimbursement from Aspire?

If we receive your expense report by Tuesday noon, it will be paid on Wednesday via direct deposit or check.

What if I don't pay my American Express bill on time?

You will be charged a late fee by American Express. This late fee will NOT be reimbursed by Aspire.

What happens if my account goes into collection?

*It will negatively affect your **personal** credit score.*

Is there a way I can see my bill before it is mailed out?

Log on to www.americanexpress.com, register your personal card and you can view your statements.

Where will the bill be mailed to?

The bill will be mailed to your home address that is currently on file with Payroll. If you'd like to change that to your work address, you may do so by signing on to www.americanexpress.com or by call 1-888-800-8564.

What if one of my monthly bills does not arrive?

Log on to www.americanexpress.com, retrieve your online bill and contact the customer service line to let them know that your paper statements are not being received.

Who approves my American Express charges?

American Express charges will be submitted via expense report and will be reviewed by your current approver.

What if my card is lost or stolen?

Call American Express immediately at 1-888-800-8564 and email accounts payable at ap@aspirepublicschools.org

Will I receive my statement via email from Accounts Payable?

No. You will only receive your statement through the mail or by logging onto www.americanexpress.com



What happens if I submit an expense report without the appropriate coding, original receipts and/or signatures?

It will be sent back to you for correction thus delaying payment.

What should I do if I am reimbursed for a charge and then the charge is credited back to my account?

Deduct that amount from your current month's reimbursable charges.

I tried to use my card and it was declined. What should I do?

Call American Express immediately to find out the problem at 1-888-800-8564

What if I have more questions?

Contact Accounts Payable or the Controller.

Petty Cash ^{top}

What is Petty Cash?

Each site has \$200 of Petty cash for day-to-day purchasing needs of less than \$25 per purchase. Petty cash will be reimbursed from the home office on a monthly basis upon receipt of your ledger and receipts. Each site should have a petty cash box (with a lock) and a receipt book. The home office will send you a petty cash ledger (spreadsheet).

Use Petty cash to purchase: emergency stamps, doughnuts for your parent advisory council, a COD package, pizzas for a group of teachers who stayed to help you get ready for an evening event, etc. If you need to make a large purchase, do not use petty cash--issue a purchase order instead!

How to manage Petty Cash

In order to give someone petty cash you need:

1. A dated receipt in the amount of the cash you are going to reimburse, taped to a piece of 8.5" by 11" paper.
2. Signature of person receiving funds acknowledging receipt of money.
3. The reason for the reimbursement listed on the paper.
4. Your signature authorizing the transaction.
5. A record of the transaction in the Petty Cash Ledger



Each office manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the petty cash account. The original Petty Cash Ledger and receipts are due to the Staff Accountant at the Home Office for the previous month by the 4th of the month.

How to Replenish Petty Cash

Petty Cash will be replenished by the 10th of each month (as long as Petty Cash Ledger and receipts have been received).

Site Revolving Checking Account [top]

What is a Revolving Checking Account or General Account?

Each site has a Wells Fargo checking account with a \$1,500 maximum balance for emergency payment needs of less than \$250 per check. This checking account should only be used when petty cash is insufficient, a check request cannot be processed in time, and a corporate credit card cannot be used. The funds in the site checking account are considered part of your general site operation funds. Examples of items which you might use the revolving checking accounts are: same day payment to the local plumber; deli platters for Saturday professional development; reimbursement for a parent who ran out to buy some needed office supplies etc. **Please note: Employee expenses can only be reimbursed from expense reports through the Home Office not out of site checking accounts.**

Please plan ahead to avoid excessive use of the revolving checking account! If you need to make a purchase over \$250, an American Express Corporate Card, check request or purchase order must be used.

Writing checks

Site checks are limited to \$250. Any check written over the \$250 limit will be returned by the bank automatically. Writing multiple checks for expenses greater than \$250 is not authorized. All bank transactions should be recorded on the Online Bank Ledger tool. Sites are responsible for obtaining a W-9 prior to issuing a check to a service professional or unincorporated business.

How to manage your Site Checking Account

In order to write a check from the Site Checking Account, you need:

1. A dated invoice or receipt in the amount of the check you are going to write (taped to a piece of 8.5" by 11" paper),
2. The reason for the check listed on the paper (if not clear on the invoice or receipt),
3. Your signature authorizing the transaction, and
4. Record of the transaction in the Revolving Checking Ledger



Each Principal/Office Manager is responsible for maintaining a ledger that shows when cash is deposited into or withdrawn from the Revolving Checking Account. (See attached document).

Record Keeping

Each site must keep copies of all ledgers sent into the home office, receipts and checks written and deposited.

Deposits

All cash and checks received should be deposited at your local Wells Fargo branch on a *weekly* basis. This includes lunch money, after school programs and for any other reason when you receive checks and/or cash. When you make a deposit, you will be required to submit the following:

1. Deposit Summary – summary of checks and the reason for the deposit (e.g. fundraising)
2. Copy of deposit receipt from bank

All deposit documentation must be sent in the overnight bag the day after deposit to the Revenue Accountant. The above items are required when you make a deposit to your revolving checking account and the consequences for not having these will be bank fees against your account. **For every check copy we request from the bank it is a \$10 fee per check.** For example, if you had deposited 20 checks and forgot to make copies you will be charged \$200 to retrieve copies from the bank. Therefore, it is extremely important that you make copies of all checks you are depositing.

How to Replenish the Site Checking Account

In order to replenish your checking account the principal must send a request to the Home Office along with the ledger and copies of receipts (this request should be sent in on the 1st of the month). Home Office will issue a check to replenish your Revolving Checking Account when ledger and receipts have been reconciled against bank statement. You are responsible for depositing the check into your checking account. Principals should be aware of the current balance in the checking account when writing a check to prevent the check from being returned due to insufficient funds.

Employee Expenses Policy [top]

The purpose of Aspire's expense reimbursement policy and procedures are to:

- Maintain effective controls on Aspire's resources.
- Authorize reimbursement to teammates for reasonable, necessary and approved for work-related expenses.
- Ensure that resources are wisely used to achieve the organization's mission



- Create a paper trail that tracks the flow of funds and resources into and out of the organization

What can be reimbursed?

Aspire Public Schools reimburses all employees reasonable, necessary and pre-approved work-related out-of-pocket expenses. Examples of reimbursable expenses include: mileage, tolls and parking for travel beyond your normal commute, cell phone usage, postage, supplies, books, photocopies, some meals, and out-of-town travel and lodging. Below are specific guidelines for reimbursement of air travel, car rentals, other transportation, hotels, and meals and entertainment.

Mileage

Employees can be reimbursed using Replicon for the cost of driving their personal car on Aspire business. (Currently 55.5 cents per mile) The trip must be reasonable and necessary and approved by your supervisor.

Note that you can't be reimbursed for your "normal" commute. For example, assume you have a normal 2 mile round-trip to work. One day you are assigned to go to another location instead and that round trip is 10 miles. You can be reimbursed for 8 miles.

Reimbursement for cross-country trips or relocation expenses requires the approval of the Controller or CFO.

Air Travel

1. Each employee is responsible for securing his/her flight arrangements if necessary at the best possible price. Aspire employees are expected to travel in Economy class.
 - a. The only legitimate reason for flying any class other than Economy is if seats are not available in Coach. If this is the case, you must obtain approval from the CFO or Controller before purchasing your ticket.
 - b. Tickets should be purchased at least 21 days ahead of travel. Tickets purchased for flights within 21 days in advance will need to be approved by the CFO or Controller in advance of purchase.
2. Only actual costs will be reimbursed. No reimbursement will be made for the value of premiums earned through frequent traveler programs applied to business travel. This includes free upgrades or free flights.
3. Aspire is not responsible for lost, stolen, or damaged luggage. Please file a claim with the airlines and/or your insurance company.



Car rentals

Car rentals should be used only when needed and alternate forms of road transportation (taxis, public transit, and personal vehicles) are not available. Please share rental cars whenever possible and shop for the best price. Aspire has a corporate account with Enterprise that may provide the best deal. The link to the Enterprise Corporate booking site can be found on Aspire's intranet.

1. Aspire staff should rent "mid-size" models or lower. Aspire reimburses car rentals not exceeding \$40 a day. Upgrade charges are generally not reimbursable.
2. Loss Damage Waiver (LDW) insurance should be accepted when offered by rental agency.
3. Aspire will not be responsible for damages that occur during business use of either a personal or rented car.
4. Rentals over a weekend or holiday period are generally not reimbursable, unless adequately explained and approved (in advance) by the CFO or Controller.
5. Employees must refuel at a gas station prior to returning the vehicle at the end of the rental period, instead of purchasing the refill directly from the car rental company. Gas purchases from the rental car company will not be reimbursed.

Other Transportation

Reimbursement will be made for reasonable transportation costs other than air travel and car rentals.

This category includes:

1. Taxi fares between office/home and airport as well as between airport / hotel and final destination (e.g. conference) when traveling.
2. Public transportation used instead of taxis when traveling out of town.
3. Train Fares

Hotels

Reasonable lodging costs incurred in the course of business travel are reimbursable when an over-night stay is required

1. Aspire employees are expected to stay in standard business class lodgings, charging a reasonable rate such as Hampton Inns. In accordance with IRS per diem rates (IRS Publication 1542), Aspire reimburses lodging not exceeding \$125 a night.
2. You will not be reimbursed for a stay in a city longer than is legitimately necessary.
3. The actual hotel bill with the form of payment (charge slip or zero balance) must be submitted with the expense form as documentation. A charge slip alone is not acceptable. In the event of an express checkout, a hotel invoice along with a form of payment on the invoice (such as a credit card number) is acceptable.



4. When work commitments require Friday and Monday trips to the same city, you are ordinarily expected to return home for the weekend. However, if such travel would be more costly or time-consuming than remaining at the distant location for the weekend, lodging and reasonable meals costs for the traveler are reimbursable with the following restrictions:
 - a. Costs of entertainment such as movies, cocktails and cultural events are considered personal in nature and will not be reimbursed.
 - b. Hotel laundry or valet charges are reimbursable only for unexpected extended trips.
 - c. Items of clothing purchased when traveling are not reimbursable. This includes replacement of lost or stolen items as well as clothing purchased as a result of an unexpected extended stay.

Meals and Entertainment

For U.S. tax reporting purposes, reimbursable meal expenses are defined as the costs incurred for food and beverages in the conduct of business. Entertainment expenditures require pre-approval. Entertainment expenses include the cost of amusement or recreational facilities, as well as attendance at the theater, sporting events, etc.

1. Meals made necessary by travel are reimbursable. Every effort must be made to ensure that the cost of such meals is reasonable. Aspire has set a maximum daily reimbursement of \$50. This rate was benchmarked against the IRS per diem rate (IRS Publication 1542) and other Charter Management Organization's reimbursement rates.
2. Meals and entertainment expenses require the following documentation for reimbursement to occur:
 - a. Meals and entertainment expenses must be listed separately on the expense form (including those that were paid as part of a hotel bill).
 - b. The description must include the number of individuals and the names of those attending, their titles and business relationship, if applicable, and business purpose of meal and/or entertainment.
 - c. Tear-away stubs are not acceptable as receipts; the employee must include a form of payment such as a credit card slip or cash register receipt.
 - d. We do not reimburse for alcoholic beverages

Teachers' Classroom Expenses

Teachers will be reimbursed for pre-approved and budgeted expenses for books and supplies used in the classroom, both consumable and non-consumable. Principals provide each teacher with an "allowance" for this purpose. Note that any items purchased with or reimbursed with Aspire funds become the property of Aspire.



How to get reimbursed for employee expenses

Please follow these guidelines to avoid delay in reimbursement of your expense reports.

1. Complete the Expense Reimbursement Template in Replicon
2. Scan and attach receipts; Receipts are required for all items above \$25.00.
3. Gather original receipts, tape in an organized manner to an 8.5 x 11 piece of paper. Scan the receipts and then put in expense report envelope and send to Accounts Payable (Remember to make a copy of the expense report and the receipts for your own files) Original receipts, not photocopies, or credit card statements must be attached (original phone bills must also be submitted)
4. Write a clear explanation of the expense in the template, so that your supervisor and AP can understand what the money was spent on
5. For meals, write down the business purpose of the meeting and the names and positions of all the attendees
6. Submit the online expense report
7. Managers are responsible for verifying that amounts are reasonable, necessary and approving the expense report.

Expense reports will be paid within seven (7) days of the date that all required paperwork and approvals have been received. Documents received by Tuesday noon will be paid on Wednesday. **Expenses should be turned in weekly. You will not be reimbursed for expenses over 45 days old.**

Independent Contractor Policy [top]

Use the 20-Factor checklist, which can be found on Aspire's intranet, to determine if a vendor should be classified as an Independent Contractor (IC). Once you have determined that Contractor status has been met, please complete the Agreement.

The Contractor will also need to provide a W-9 tax form, as well as TB and DOJ clearance if they will be working at a school site.

Prior to the Contractor beginning work, a signed agreement, W-9, and TB and DOJ forms should be forwarded to the HR Department for review. The HR Department will forward documents to Accounts Payable.



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At the completion of work (or as otherwise stated in the IC Agreement), the Contractor will submit an invoice to their site contact. Invoices should be approved and coded and forwarded directly to Accounts Payable.

All of the following **MUST** be provided to Accounts Payable **BEFORE** payment will be released:

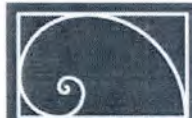
- A completed and signed IRS Form W-9
- A completed and signed Aspire Public Schools Independent Contractor Agreement between the site and the contractor
- A valid, approved, and coded invoice
- Fingerprints and tuberculosis clearance (Applicable for only those contractors that have access to children)



20-Factor Checklist

Please answer the questions for all independent contractors, and forward to HR along with the signed Independent Contractor Agreement, TB and DOJ forms.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to comply with Aspire's instructions about when, where and how to work?
<input type="checkbox"/>	<input type="checkbox"/>	Is training required? Does the worker receive training from Aspire including attending meetings and working with more experienced employees? Do not include industry-specific training when the Consultant has not worked in the industry before.
<input type="checkbox"/>	<input type="checkbox"/>	Are the worker's services integrated with the activities of Aspire? Does the success of the employer's business significantly depend upon the performance of services that the worker provides?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to perform the work personally?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker have the ability to hire, supervise and pay assistants to do the work?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker have a continuing relationship with Aspire?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to follow set hours of work?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker work full-time for the employer?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to perform the work on Aspire's premises and use Aspire's equipment?
<input type="checkbox"/>	<input type="checkbox"/>	Is the worker required to perform work in a sequence set by Aspire? Does the worker follow a set schedule?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker submit regular written or oral reports to Aspire?
<input type="checkbox"/>	<input type="checkbox"/>	How does the worker receive payments? Are there payments of regular amounts at set intervals?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker receive payment for ordinary business and travel expenses?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker rely on the employer for tools and materials?
<input type="checkbox"/>	<input type="checkbox"/>	Has the worker made an investment in the facilities or equipment used to perform services?
<input type="checkbox"/>	<input type="checkbox"/>	Is the payment made to the worker on a fixed basis regardless of profitability or loss?
<input type="checkbox"/>	<input type="checkbox"/>	Does the worker only work for one employer at a time?
<input type="checkbox"/>	<input type="checkbox"/>	Are the services offered to Aspire available to the generally public?
<input type="checkbox"/>	<input type="checkbox"/>	Can the worker be fired by the employer?
<input type="checkbox"/>	<input type="checkbox"/>	Can the worker quit work at any time without liability?



ASPIRE
PUBLIC SCHOOLS

College for Certain

[top]

ASPIRE PUBLIC SCHOOLS

RESOLUTION OF THE BOARD OF DIRECTORS

May 16, 2013

WHEREAS, the bylaws of Aspire Public Schools state that the General Corporate Powers and business affairs of the organization are to be managed under the direction of the Board of Directors;

WHEREAS, the bylaws of Aspire Public Schools provide that the Chief Executive Officer is the general manager responsible for the control, supervision and direction of the Corporation;

WHEREAS, the bylaws of Aspire Public Schools allow for the Chief Financial Officer to disburse funds of the Corporation as ordered by the Board of Directors.

WHEREAS, in the interest of proper internal control, each officer and employee should have clear instructions on the limits of their authority to execute contracts and purchase goods or services.

NOW THEREFORE, BE IT RESOLVED, that the Directors approve the following limits of authority as of the date recorded as follows:

- Chief Executive or Chief Financial Officer will have a limit of \$250,000 . Transactions above this limit should be reviewed and approved by the Finance Committee of the Board or the entire Board. (Routine bi-monthly payroll transactions are approved as part of the annual budget)
- COO and VP of Finance will each have a limit of \$200,000;
- CAO and CPO will each have a limit of \$50,000;
- Vice Presidents, the Memphis Executive Director and Area Superintendents have a limit of \$10,000. Transactions above this level will be approved by an executive with the correct level of authority;
- Directors and other non-officers will have limits set by the CFO not to exceed \$10,000
- All leases, monthly benefit costs and similar recurring transactions that cost in excess of \$120,000 annually should be reviewed and approved once annually by the Finance Committee of the Board or the entire Board.

I hereby certify that I am the current and duly empowered Secretary of Aspire Public Schools, that the foregoing Resolution was duly adopted by the Board of Directors of Aspire Public Schools at a meeting held on May 16, 2013, at which meeting a quorum was present and acting, that the Resolution is in full force and effect, that the same has not been modified or rescinded and is not contrary to any provision of the Articles of Incorporation or the Bylaws of Aspire.

Executed this 16th day of May, 2013 at Oakland, California.

James Cleveland, Secretary

Appendix XXI:
Student Family Handbook

Millsmont Academy

2013-2014



A student today

A college graduate tomorrow

A learner for life

Think You Can

Work Hard

Get Smart

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Introduction and Welcome!

Welcome to the 2013-2014 school year at Millsmont Academy! We are so excited to get this year started and to work together to make our school even better. As a school in the Aspire Public School system, our goal is to make sure our students are ready for college and beyond. We support this goal and created a vision for our individual school as well.

Aspire Public Schools Vision & Mission

Vision: *Every student is prepared to earn a college degree.*

Mission:

To open and operate small, high-quality charter schools in low-income neighborhoods, in order to:

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

Millsmont Academy Vision Statement

Millsmont Academy strives to cultivate caring and supportive relationships among students and adults that foster academic excellence, college-readiness, and life-long learning. We honor the community, culture, and background of our students and families.

The policies described in this handbook were put in place to support our goal of creating a caring and supportive environment for our students in order for them to achieve academic excellence. All families and students are expected to read this handbook in August and agree to abide by its policies. Families of younger children are expected to inform students about information within the handbook. Please sign and return the policies found in the back of this handbook by August 15th.

Family Involvement Plan

It is important to create an effective partnership so our students can reach academic excellence and receive the needed support both at home and school. Therefore, it is our goal to develop a two-way communication with families about student learning and achievement. This means the school and families have meaningful conversations with immediate responses to all concerns.

According to the Millsmont Charter, each family is to give 30 hours of service to Millsmont. The following family participation plan makes service completion possible.

Family Effort Units: Frequently Asked Questions

What are Family Effort Units?

Family participation is an incredibly important aspect to building an excellent school. In the charter, it states that families must fulfill a mandatory of 30 hours per school year, including certain mandatory events each quarter and additional hours.

Note: California Labor Law (Labor Code Section 230.8) bars discharge or discrimination against an employee for taking time off to visit child's school or using vacation, personal leave, compensatory time off or time off without pay (up to eight hours in any calendar month, up to 30 hours each school year).

Why do I need to fulfill the Effort Units each year?

Family participation is critical to our school's success and builds community as a school site with family involvement. Research shows that students who have families involved with their school perform better academically.

What if I miss a family event?

If you cannot attend a Saturday School or Family Night, events we have listed other opportunities you can support the school. As a rule of thumb, in these situations, one hour equals one unit. Please inform the office when you are at school to make up a specific event so that we can update your effort units.

How can I complete my hours?

If you attend all family events, you will be able to complete your hours. You can also chaperone a class field trip, work in the classroom assisting the teacher with projects or materials, donate snacks or supplies to your child's classroom, volunteer for recess/lunch supervision, and attend principal chat meetings.

What if I have more than one child at Millsmont? Do I need to do double the Effort Units?

No, each family is required to earn 30 units per year.

Family Events

Meet and Greet Social	2 units
Saturday School	2 units each
Fall Student Led Conference	2 units
Spring Student Led Conference	2 units
Family Nights	2 units each
ASC Meetings (total of 8) 2 nd Tuesday of the month	2 units (total of 16 possible units)
Total	30 units

Additional Family Support

Family Donations	2 units
Volunteer (Morning, Recess, Lunch, and Dismissal Duty)	1 unit/hour
Volunteer (Classroom helper)	1 unit/hour
Fundraising Help	1 unit/hour
Snack Donation	2 units
Field Trip Chaperone	1 unit/hour
Attend Principal Chat Mtgs.	1 unit/hour

Each family must earn a total of 30 units for the 2013-2014 school year.
 Each family is **HIGHLY** encouraged to attend family events and may choose how to complete the additional units.

We look forward to recognizing our families for their contribution to the success of our school.

School-Wide Behavior Plan: Incentives and Consequences

It is our goal that each of our students maximizes his or her learning time and is an engaged and active participant in classroom activities. To help our students make the best choices, we have created the following school-wide incentives and consequences.

School-Wide Positive Incentives:

- All Star Students:** When students show great progress, hard work, or overall excellence, teachers may send them to Ms. Chacon or Ms. Ringewald with their great work or a note explaining their progress. Ms. Chacon or Ms. Ringewald will congratulate the student and have them pin their work to the "All-Star Student" board in each of their offices.
- C.A.R.E.S. Monthly Awards:** Awards are given to one student from each class each month who exemplifies the character traits of cooperation, assertiveness, responsibility, empathy, and self-control.
- C.A.R.E.S. Cards:** Cards can be given for any and every behavior that demonstrates a character trait. Once a week, a drawing will be held and one student from each grade level will earn a college item. Cards will also be on display in the school cafeteria on character trait posters. Each time a poster is filled up we will have a school wide Spirit Day.
- Clean Campus Competition:** When students keep the bathrooms and the rest of the campus clean for a predetermined number of days, staff members will complete a fun "challenge" based on student interests.
- Fantastic Fun Friday:** Students who have completed all classroom work and have remained on a green or yellow behavior level for the week may participate in their classroom's engaging Friday activity.
- Free Dress Pass:** Students who arrive on time and in their school uniform Monday-Thursday will be given a free dress on Fridays. Office staff tracks student attendance and teachers track student uniform progress. If students come to school free dress that they did not earn, they will be given a loaner uniform.
- Spirit Days:** When all students in the school go five days in a row without any referrals, we will have a school-wide Spirit Day.
- Student of the Month:** Awards are given to two students from each class for academic achievement.
- Scholar Banquets:** All students of the month and monthly C.A.R.E.S. awards recipients will be honored at a scholars' banquet that they, their parents, and their teachers are invited to attend. They will occur each month 30 minutes before the Advisory Site Council meeting.

School-Wide Negative Consequences:

- Wall Time at Recess:** Students earn wall time at lunch and recess for misbehaving during lunch or recess.
- Behavior Referrals:** These are used for repeated behavior problems or more severe events.
- Friday Detention:** If a student receives an office referral, he/she will be required to attend after school Friday detention. Friday detention is from 12:15-1:05 each week. Parents will be notified by the dean at least one day ahead of time if their child is required to stay for Friday detention.
- Saturday Service:** If a student receives three or more referrals in a month, he/she will be required to attend a Saturday day of service. Saturday days of service are from 9am-12pm on the second Saturday of each month. Parents are encouraged to join their students for Saturday days of service.

Note: These positive and negative consequences are in addition to classroom rewards/punishments.

School-Wide Classroom Management Plan

Each teacher at Millsmont has his or her own positive incentives which may include raffles, class point systems, and whole-class parties.

In addition to each teacher's positive incentives, the following consequence hierarchy will be used in all classrooms at Millsmont.

Student behavior	Color	Consequence
If students show college-ready behavior, they can move up to the College level.	College Card	Positive phone call home 😊
<i>Students start the day on yellow</i>	<i>Yellow</i>	- <i>Students start on yellow</i> -
1 st offense	Green	Verbal Reminder
2 nd offense	Orange	5-minute timeout in designated area of classroom
3 rd offense	Red	Individual conference with student during break or after school
4 th offense	Blue	<ul style="list-style-type: none"> - Student sent to assigned "Buddy Teacher" classroom to complete behavior reflection form for 5-10 minutes. - Teacher contacts parents by phone.
5 th offense	Purple	<p>Student sent to dean with referral and work to complete.</p> <p>Principal or dean assigns Friday detention to student; if a student receives three referrals in a month, he/she must attend monthly Saturday detention.</p>

Arrival and Dismissal Procedures

The breakfast program begins at 7:30 am. We strongly encourage families to take advantage of this convenient service; it is a great way to get your child(ren) to school on-time while also giving them a nutritious start to their day. Please do not drop your child off before 7:30 am as there is no adult supervision at this time. School playground is open for students not participating in the breakfast program at 7:55 am each school day. Students are to enter the playground through the entrance gates on 62nd Avenue and proceed to the covered areas adjacent to the Student Union. At 8:10 am students will assemble in class lines for the morning assembly and then proceed into the building for the instructional day. When it is raining, students are to proceed directly into the Student Union and will walk to class with their teacher.

The following are the rules for morning drop-off:

- Please pull all the way to the curb when dropping off your child – double parking and stopping in the middle of the street are prohibited.
- You are welcome to park your car and walk your child to the entrance.
- To ensure the smooth flow of traffic, there will be no stopping on 62nd Ave going toward Camden Street. You are welcome to find a legal parking spot and walk your child to the entrance.
- After you have dropped your child off in the designated drop-off area, please continue toward MacArthur Blvd.

Dismissal at the end of each school day is from the playground adjacent to 62nd Avenue. Kindergarten through 5th grade ends instruction at 3:15 pm. This means that students will leave the building by 3:20 PM. **Parents are encouraged to pick up their students at 3:15 so they maximize instructional time. In order to maintain a distraction-free learning environment, we encourage parents not to pick up their child before school is dismissed.** At dismissal time students are expected to exit through the 62nd Avenue gates and proceed immediately on their way home or to other designated locations. Please note that on rainy days, students are dismissed out of the front doors directly to the sidewalk.

Teachers are on duty until 3:30 pm supervising dismissal. After that time it is expected that all students will have departed for the day. To ensure student safety, it is important that your child is picked up by 3:30 pm.

Afterschool Program

We are pleased to offer a school-based afterschool program at Millsmont. Our afterschool program has the following goals:

- Support our students' academic achievement by providing meaningful homework assistance and academic intervention
- Enhance our school's culture and student engagement by offering a variety of extracurricular and recreational activities that enable students to explore their interests and talents
- Provide a safe, positive environment that includes opportunities to build relationships with classmates and caring adults

Hours of Operation

The fully staffed afterschool program opens on Monday, August 19th. Our afterschool program serves students afterschool program students during the following hours:

Monday-Thursday: 3:15-6:00

Fridays and minimum days: 12:30-4:00

Afterschool Program Rates

- There is a flat monthly fee charged per student beginning for services in September.
- The fee does not change regardless of the number of days of program operation during the month.
- Scholarships are available for families facing economic hardship. Scholarship request forms are available from Ms. Ringewald.

Family Income	Monthly Fee per Student	Sibling Fee	Late Pickup Fee-after 6pm
Standard/Full-Pay	\$110	\$85	1-5 min - \$5; 5-10 min - \$10; more than 10 min \$20
Reduced Lunch	\$60	\$45	
Free Lunch	\$35	\$28	

General Behavior Guidelines- *please sign and return*

The following guidelines are for you and your child to review prior to the beginning of school. When you complete your review, please sign and date in the spaces provided.

First and foremost, students must remember that they are responsible for their own actions and will have to abide by the consequences, both positive and negative, for those actions. Students will be held accountable for their behavior in the school and during any school sponsored activity. The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior. Students will also learn to be effective decision makers, and problem solvers who demonstrate elements of Cooperation, Assertiveness, Responsibility, Empathy, and Self-Control. Thus the entire process is built upon respect with every adult and student is viewed as a person who has dignity and worth as an individual.

Our school will be a safe and orderly place for our students to receive a quality education. Students, families, and school staff **MUST** share and equal responsibility for creating the best possible educational setting. Open, honest communication with students, families, and school staff is the best way to achieve this goal.

The following is a list of general behavior guidelines for all students:

1. Students shall not violate any Federal, State, County, or City Law.
2. Students shall not possess, sell, use, or be under the influence of drugs (illegal or prescriptive) or alcohol.
3. Students are not permitted to possess tobacco products or cigarettes.
4. Students shall not verbally or physically threaten, assault, or engage in a fight with any students, staff, or any other person.
5. Students shall not damage, destroy, or deface any school property or property belonging to any other person.
6. Students shall not litter on school property.
7. Students shall not use or possess firearms, weapons, explosives, fireworks, or any other item capable of harming any person or property.
8. Students are not permitted to have/eat/chew gum, candy, chips, soda, power drinks, or other "junk food" at school. School staff will throw away any such items.
9. Gang related activities, such as, but not limited to, "throwing signs" and group intimidation or gang affiliation is prohibited.
10. Graffiti is prohibited
11. Carrying beeper devices and cell phones is prohibited.
12. Students shall follow additional discipline procedures set up by the Advisory Site Council and Staff.

I have read the above general guidelines. I agree to follow the general guidelines.

Student Date

Parent/Guardian Date

Cell Phone Policy- *please sign and return*

At Millsmont, we understand that many families want their children to have cell phones so that communication before and after school hours is possible. The rules for cell phones at the school are as follows:

- ❖ The school is not responsible for lost or stolen cell phones.
- ❖ Cell phones can be used OFF campus before 8:00.
- ❖ Cell phones can be used to call families/arrange transportation after 3:15.
- ❖ If a student brings a cell phone to school, he/she must turn it in to the classroom teacher in the off position at the start of the day.
- ❖ The classroom teacher will keep all student cell phones in a locked location and return cell phones to students at the end of the day.
- ❖ Students participating in the afterschool program will turn their cell phones in to afterschool program staff in the off position at the start of the afterschool program.
- ❖ If your child is found using a cell phone OR if the cell phone rings during regular school hours or the afterschool program:
 - A staff member will ask for the cell phone.
 - The staff member will bring the phone to the office where it will be placed into a plastic bag and labeled.
 - To have the cell phone returned, an adult family member will have to come to the office to retrieve it.
 - If your child refuses to give up the cell phone or does not give it up easily, he/she will receive a consequence that may include suspension.
- ❖ If your child is **found using a cell phone a second time** in the academic year:
 - A staff member will ask for the cell phone and bring it to the office.
 - Again, the phone will be placed in a plastic bag and labeled.
 - The cell phone will be **returned to an adult family member one week later** after the adult family member has a conference with a Millsmont administrator. If your child refuses to give up the cell phone or does not give it up easily, he/she will receive a consequence that may include suspension.
- ❖ If your child is **found using a cell phone a third time** in the academic year:
 - A staff member will ask for the cell phone and bring it to the office.
 - The phone will be placed in a plastic bag and labeled.
 - The cell phone will be **returned to an adult family member two weeks later**. If your child refuses to give up the cell phone or does not give it up easily, he/she will receive a consequence that may include suspension.
- ❖ If your child is **found using a cell phone four or more times** in the academic year:
 - A staff member will ask for the cell phone and bring it to the office.
 - The phone will be placed in a plastic bag and labeled.
 - The cell phone will be **returned to an adult family member one month later**. If your child refuses to give up the cell phone or does not give it up easily, he/she will receive a consequence that may include suspension.

I have read the above policy on cell phones. I agree to follow the cell phone policy.

Student

Date

Parent/Guardian

Date

Toys and Electronic Items- *please sign and return*

Toys and electronic items (including, but not limited to iPods, PSPs, MP3 players, video games, etc.) are not permitted at Millsmont Academy.

If your child is caught with a toy or an electronic item of any kind:

- ❖ A staff member will ask for the item.
- ❖ The staff member will bring it to the office where it will be placed into a plastic bag and labeled.
- ❖ To have the item returned, an adult family member will have to come to the office to retrieve it.

If your child is **caught a second time** in the academic year:

- A staff member will ask for the electronic item and bring it to the office.
- Again, the electronic item will be placed in a plastic bag and labeled.
- The electronic item will be **returned to an adult family member one week later** after the adult family member has a conference with a Millsmont administrator.

If your child is **caught a third time** in the academic year:

- A staff member will ask for the electronic item and bring it to the office.
- Again, the electronic item will be placed in a plastic bag and labeled.
- The electronic item will be **returned at the end of the school year**. If your child refuses to give up the electronic or does not give it up easily, he/she will receive a consequence that may include suspension.

I have read the above policy on toys and electronics. I agree to follow the policy.

Student

Date

Parent/Guardian

Date

Daily School Uniform- *please sign and return*

Millsmont Academy is a uniform school. All students are expected to wear an appropriate uniform daily. The Millsmont uniform consists of:

Tops	White collared shirt (short or long sleeves) If students wear undershirts, the undershirt must be white
Bottoms	Navy blue jumper, skirt, pants, or shorts <ul style="list-style-type: none"> - Shorts, skirts, skorts, and jumpers must be an appropriate length. - Pants must fit the student- students may not wear pants that are way too tight or way too big (sagging) - Stretchy material, sweat pants, jeans, and cargo pants are not permitted.
Cold-weather tops	Navy blue or black sweater, cardigan, v-neck, fleece, or vest <ul style="list-style-type: none"> - Solid colors only - no designs or logos - Hoods may be worn outdoors only
Jackets	Jackets may only be worn outside Jackets must be hung up when indoors
Socks/tights	Solid white, black, or navy
Shoes	Student shoes must meet the following requirements: <ul style="list-style-type: none"> - All shoes must have a rubber sole - For safety reasons, heels, flip flops, sandals, and open-toed shoes are not allowed. If students wear these types of shoes, they will not be allowed to participate in recess or PE. - Students must wear shoes that enable them to participate in PE comfortably - Students are prohibited from wearing shoes that light up - If a student's shoes become a distraction in class, that student will be asked to wear different shoes to school
Jewelry and makeup	<ul style="list-style-type: none"> - Excessive jewelry or items that distract from learning are not permitted (including, but not limited to multiple rings or bracelets, earrings larger than a quarter, etc.) - Necklaces must be worn inside the shirt so that they are not stolen or ripped off during play. - Makeup is not allowed

- ❖ Students do not need a separate PE uniform; they will wear the uniform listed above every day.
- ❖ On Fridays, students may wear t-shirts from a college, Aspire, or Millsmont Academy and their regular uniform pants.

I have read the above policy on uniforms. I agree to follow the policy and I understand that if my student does not wear the proper uniform to school, school staff will have my student change into a loaner uniform. School staff will return my child's non-uniform clothes when the loaner uniform is returned to school.

Student

Date

Parent/Guardian

Date

Cyber Bullying- please sign and return

Cyber bullying is, **“the use of electronic means by a minor to torment, threaten, harass, humiliate, embarrass or otherwise target another minor.”** Cyber bullying **“occurs when a child, a preteen or teenager is bullied, harassed, humiliated, threatened, embarrassed or targeted in some way by another child, preteen or teen using text messaging, email, instant messaging, or any other type of digital technology.”**

There is a zero tolerance policy for cyber bullying at Millsmont Academy. This zero tolerance includes bullying which happens on home computers or phones outside of school hours if Millsmont Academy students are involved in any way.

Any time a clear connection is made that a student has been involved in cyber bullying, the perpetrator will be suspended from school for up to five (5) full days. Additionally, the student will be required to return to school on a contract and may lose all computer privileges and other activities at the school.

I have read the above policy on cyber bullying. I agree to follow the policy.

Student

Date

Parent/Guardian

Date

Snacks and Lunch Policy- *please sign and return*

- **Healthy Snacks-** In an effort to encourage our students to maintain a healthy lifestyle, Millsmont has a healthy food policy. Students are only allowed to bring healthy food to eat during lunch, snack time, and recess.
 - o Examples of healthy snacks include: Fruit, vegetables, yogurt, cheese, cereal, graham crackers, sandwiches, pretzels, granola bars, etc.
 - o Unhealthy snacks are **NOT** permitted at school at any time. If a student brings unhealthy snacks or food to school or the afterschool program, staff will collect the food from the student and return the item to the student at the end of the day. Examples of unhealthy snacks include but are not limited to: candy, cookies, chips, french fries, and soda.
 - o Students are not allowed to eat fast food while at school (e.g. McDonalds).

- **Birthday Celebrations-** If families wish to have a birthday celebration during the school day, they must inform their classroom teacher and the front office at least 5 days ahead of time. All birthday celebrations will take place at the end of the school day (3:00 PM – 3:15 PM). Families are encouraged to bring healthy snacks and treats for these celebrations. Healthier options to bring to classroom celebrations include *popcorn, fruit snacks, granola bars, popsicles, smoothies, trail mix, fruit and dip, crackers and cheese, bagels, muffins, salad, pencils, stickers*.

- **Lunch-** Students who wish to eat lunch from home are expected to bring a healthy lunch from home at the start of the school day. Healthy lunches should not contain cookies, chips, candy, or soda. If students bring such items to school, students will be asked to put these items away until they are off school grounds. In order to provide close lunchtime supervision, we are unable to heat or help prepare student lunches.

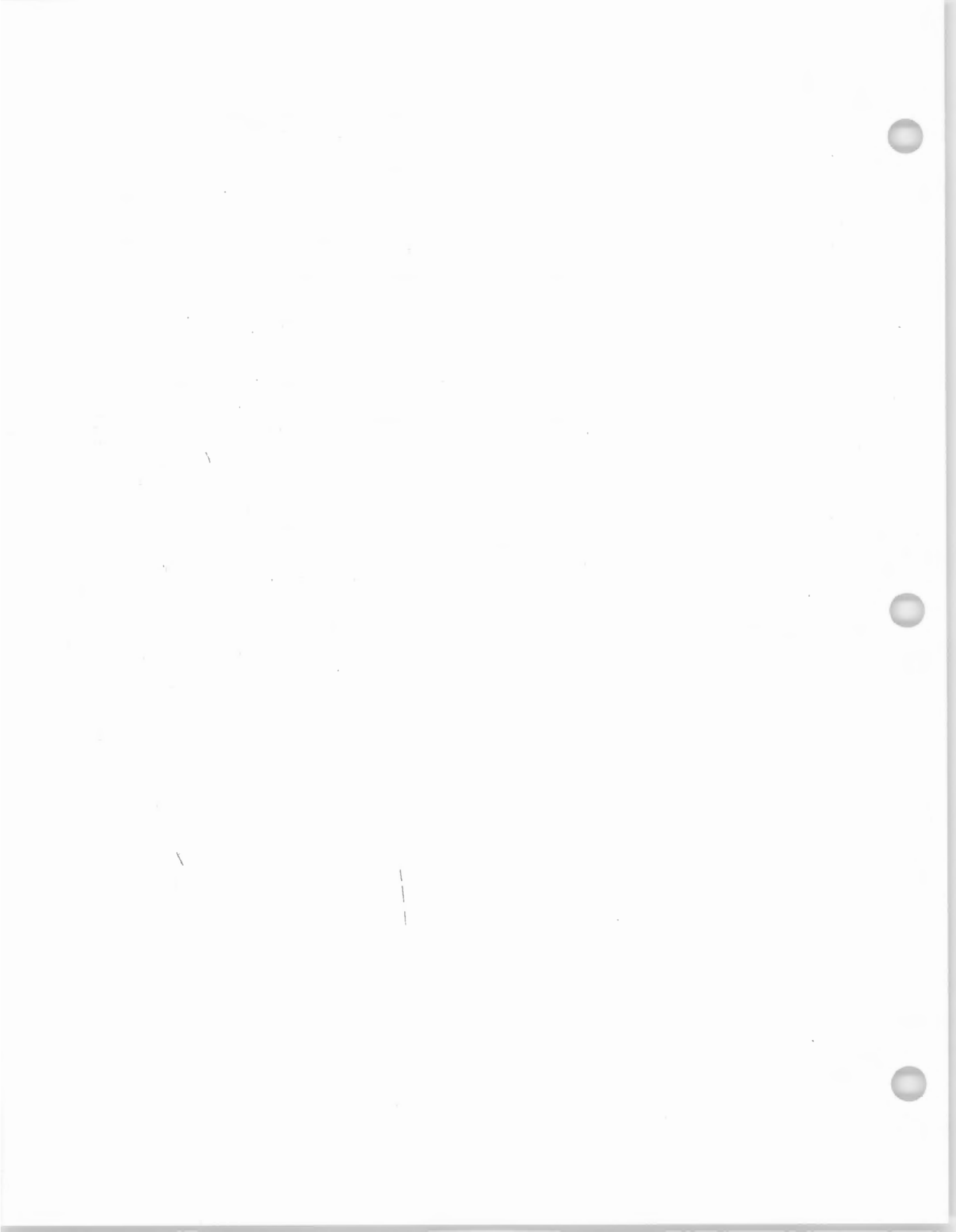
I have read the above policy on snacks and lunch. I agree to follow the policy.

Student

Date

Parent/Guardian

Date



Appendix XXII:
Leadership Team Biographies

Aspire Public Schools Senior Leadership Team Biographies

James Willcox, Chief Executive Officer

James Willcox assumed leadership of Aspire Public Schools in 2009, taking over for founder Don Shalvey upon his transition to Chairman of the Board. James joined the Aspire team as Chief Operating Officer in 2007. During his tenure at Aspire, the organization has more than doubled in size from 17 to 37 schools and grown to serve over 13,000 students across California and in Memphis, TN. Prior to joining the management team of Aspire, James was the founding Chief Operating Officer of Education for Change, an organization focused on restructuring underperforming schools as independent charter schools in partnership with the Oakland Unified School District.

Before his direct involvement in school system management, he served as a Principal at New Schools Venture Fund, a philanthropic organization founded to improve the educational opportunities for underserved students across the country. James has also spent time as a nonprofit consultant with The Bridgespan Group, and served as a U.S. Army officer and helicopter pilot for over seven years. He holds a B.S. from the United States Military Academy at West Point and an M.Ed. and M.B.A. from Stanford University.

Elise Darwish, Chief Academic Officer

Elise Darwish has been on the leadership team of Aspire Public Schools since its founding and currently serves as the Chief Academic Officer. In this role she supports principals, oversees research and development pertaining to curriculum, instruction, and assessment, and manages internal professional development programs. With over twenty-five years of experience in charter schools, traditional public schools and private schools, Elise was well-poised to design the Aspire education model and oversee its implementation. She began her teaching career as a kindergarten teacher in the inner city of Chicago; since then, she has worked in the roles of teacher, mentor teacher, assistant principal, administrator and curriculum coordinator.

Prior to Aspire, Elise was the Instructional Coordinator at the San Carlos Charter Learning Center, California's first charter school and the nation's second. During her tenure, the school grew from 3 grades to a full K-8 program with an extensive waiting list and became internationally recognized for its innovation. Elise also coordinated instructional technology for San Carlos School District, managed Net Day, and implemented a Local Area Network and a Wide Area Network. She holds a B.S. in Early Childhood Education from the University of Illinois and a Master's Degree in Educational Administration from San Francisco State University.

James Cleveland, Chief Operating Officer

James has been involved in the education field for twenty years. He started his career at SCORE! Educational Centers, a start-up supplement education company focused on student success in the elementary grades, where he eventually became the National Director of Professional Development and Recruiting. James later co-created and was the Chief Operating Officer of InsideTrack, targeting college student success. He transitioned to Jumpstart in 2002 as the Executive Director of the Northeast Region, becoming Chief Operating Officer in 2004. In 2007, James was named CEO. In 2009 he was named one of Boston Business Journals 40 under 40 Honorees. He transitioned to the Stupski Foundation in 2011 as the Chief Talent and Administration Officer where he focused on national operations, organizational culture, and strategic and organizational planning. James holds a Bachelor of Science degree from Stanford University.

Heather Kirkpatrick, Chief People Officer

As the Chief People Officer, Heather supports all of Aspire's talent and development activities across the organization, including both Human Resources and parts of the Education team. Heather began her teaching at Erasmus Hall High School in Brooklyn, New York. Prior to teaching, she worked for several years in organizational development at a non-profit serving indigent adults. She holds a B.A. from Barnard College, a Master's in Education from the Harvard Graduate School of Education, and a Ph.D. in Education from the Stanford University School of Education.

Chris Padula, Vice President of Advancement

Chris Padula joined Aspire Public Schools as Vice President of Advancement in 2012. In this role, he oversees development, communications, brand strategy, and government grants. Chris previously served as Executive Director, Western Region, at Jumpstart for Young Children, leading the organization's largest region serving 3,500 children annually. He also served on Jumpstart's national executive team. Prior to Jumpstart, Chris was Vice President of Development at the Hispanic Scholarship Fund (HSF), overseeing all national and regional fundraising and cause-marketing efforts for the \$40 million/year national organization. He also served on HSF's executive leadership team. With nearly 15 years of non-profit and education experience, Chris also spent a decade working in corporate marketing and business development. Chris is a graduate of Bentley University in Waltham, MA.

Delphine Sherman, Vice President of Finance

Delphine Sherman is responsible for the financial management of Aspire and oversees the finance and accounting teams. Prior to joining Aspire in May 2009, Delphine was the VP of Client Services at EdTec, working with dozens of charter schools across the state in a financial and operational capacity. Before joining the education finance field,

Delphine was a Senior Consulting Associate at Cambridge Associates, consulting to foundations and endowments on their investment strategy and manager selection. She has served on several non-profit boards in the Bay Area, and is currently an advisory board member for the Center for Nonprofit and Public Leadership at the Haas School of Business at UC Berkeley. Delphine holds an undergraduate degree from Dartmouth College and an MBA from UC Berkeley.

Emmile Brack, Vice President of Technology

Emmile Brack joined Aspire Public Schools in October 2008 as the second team member of Team Godzilla, Aspire's data and technology solutions team. Since she has been with Aspire, she led multiple need-finding missions to identify pain points that technology can address and implemented key operational systems. As Vice President of Technology, Emmile leads the teams responsible for maintaining and improving Aspire's network, systems, and data infrastructure and implementing process and technology improvements. Prior to joining Aspire, Emmile spent 5 years in finance and operations consulting with firms, including Arthur Andersen, BearingPoint, and KPMG Consulting. She holds a Bachelor's degree in Finance from Santa Clara University and an MBA from The George Washington University.

Tatiana Epanchin, Area Superintendent - Bay Area

Tatiana Epanchin serves as Aspire's Bay Area Superintendent. Before joining the management team, Tatiana was the founding principal of Aspire ERES Academy in the Fruitvale neighborhood of Oakland. Previously, she served as principal of Monarch Academy in East Oakland. Under her leadership, the school increased student proficiency levels from 51% to 73% in Math and 29% to 45% in English Language Arts. In 2008, Monarch Academy was awarded the National Title I Distinguished School Award for closing the achievement gap, an honor bestowed upon only 1 out of every 9,600 schools in the state. Prior to becoming principal, Tatiana taught at Monarch Academy and served as Lead Teacher for the grades 6-8 Humanities Team at Aspire's Lionel Wilson College Preparatory Academy, where she was also a founding teacher. She began her teaching career with Teach for America in New Orleans where she taught middle school in the Ninth Ward. Tatiana is a New Leaders for New Schools National Fellow from the 2004 cohort. She has also been a social worker in Contra Costa County, working on intensive family preservation cases. She holds a BA in sociology, a MSW and an M.Ed.

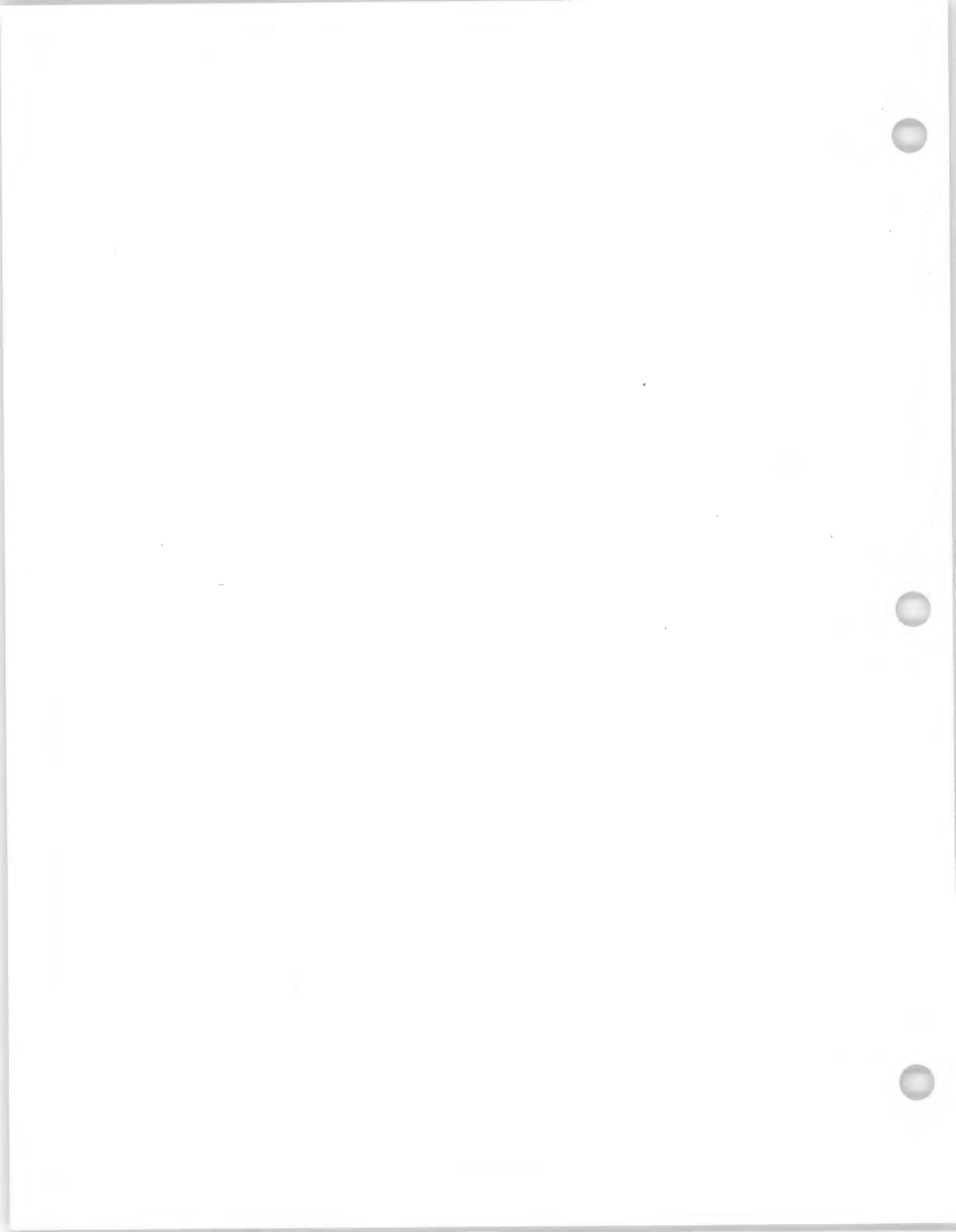
Mary Welch, Area Superintendent - Central Valley

Mary Welch was the Founding Principal of Aspire's first campus in North Stockton in 1999, now known as Vincent Shalvey Academy, a recipient of the California Distinguished Schools Award in 2002. She was most recently the Founding Principal of

Rosa Parks Academy, the 13th Aspire school and the first Aspire school within the Stockton Unified School District. Mary has been an educator for the past 33 years as both a teacher and an administrator. She has been a principal in the Lodi Unified School District and in the San Carlos School District, as well as a district coordinator of special education. While she was a principal in San Carlos, her school became a California Distinguished School and a recipient of the Annenberg Torchbearer Award, given to exemplary leadership schools in the Bay Area. Mary holds a BA in Liberal Studies from Cal State Fullerton, an MA in Special Education from Cal Poly, San Luis Obispo, and a Doctorate in Educational Leadership from the University of Southern California.

Allison Leslie, Memphis Executive Director

Alli Leslie joined the Aspire team as a middle school writing teacher at Aspire East Palo Alto Charter School (EPACS) in 2001. She served as a lead teacher and later the principal of EPACS until 2008. During her tenure as principal, she worked with the staff to increase the use of data to inform decisions. From 2004 to 2008, EPACS's Academic Performance Index (API) grew from 724 to 833 under her leadership. After her time as principal, Alli joined the home office staff as an Instructional Coach, then served as a founding team member of the Aspire Teacher Residency Program, co-leading the Instructional Coach team. Alli began her education career with Teach For America in Houston, Texas. She graduated from the University of California at San Diego with degrees in both Spanish and Literature and Writing. She earned her Texas teaching credentials at the University of St. Thomas and her California teaching credentials through the University of California State Teach program. During her first year as principal, Alli completed a Master's in Administration and earned her California administration credential at University of California at Berkeley, as a fellow in the Principal Leadership Institute.



Appendix XXIII:
Aspire Overview



College for Certain

ASPIRE PUBLIC SCHOOLS

2013 OVERVIEW



Aspire Public Schools: three key things to remember

- **Top-performing** school system of its kind in California
 - We're CA's #1 large system serving 66% or more low-income students
- **Excellence and scale**
 - Serving roughly 13,500 students in 37 schools in 10 cities in 2 states (2013-14)
- **Our kids go to college**
 - 100% of our graduating seniors admitted to four-year college/university – College for Certain promise

Aspire serves over 12,500 students in 35 schools across California...

Bay Area

- Oakland**
 - Aspire Berkeley Maynard Academy (K-8)
 - Aspire California College Preparatory Academy (9-12)
 - Aspire College Academy (K-5) *charter shared with California College Prep Academy*
 - Aspire ERES Academy (K-8)
 - Aspire Golden State Prep Academy (6-12)
 - Aspire Lionel Wilson College Preparatory Academy (6-12)
 - Aspire Millsmont Academy (K-5)
 - Aspire Monarch Academy (K-5)
- East Palo Alto**
 - Aspire East Palo Alto Charter School (K-6)
 - Aspire East Palo Alto Phoenix Academy (7-12)

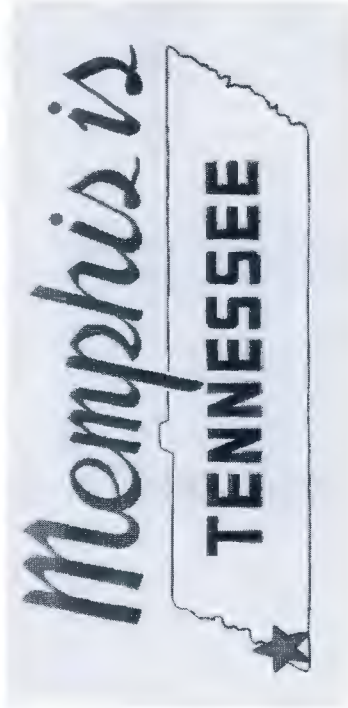
Central Valley

- Sacramento**
 - Aspire Alexander Dwight College Preparatory Academy (9-12)
 - Aspire Alexander Dwight Secondary Academy (6-12)
 - Aspire Capital Heights Academy (K-5)
- Stockton**
 - Aspire APEX Academy (K-5)
 - Aspire Benito Holt College Preparatory Academy (6-12)
 - Aspire Livingston English Academy (9-12)
 - Aspire Port City Academy (1-5)
 - Aspire River Oaks Charter School (K-5)
 - Aspire River Oaks Academy (K-5)
 - Aspire Vincent Stanley Academy (K-5)
- Modesto**
 - Aspire Summit Charter Academy (K-5)
 - Aspire University Charter School (K-5)
 - Aspire Vanguard College Preparatory Academy (K-12)

Los Angeles

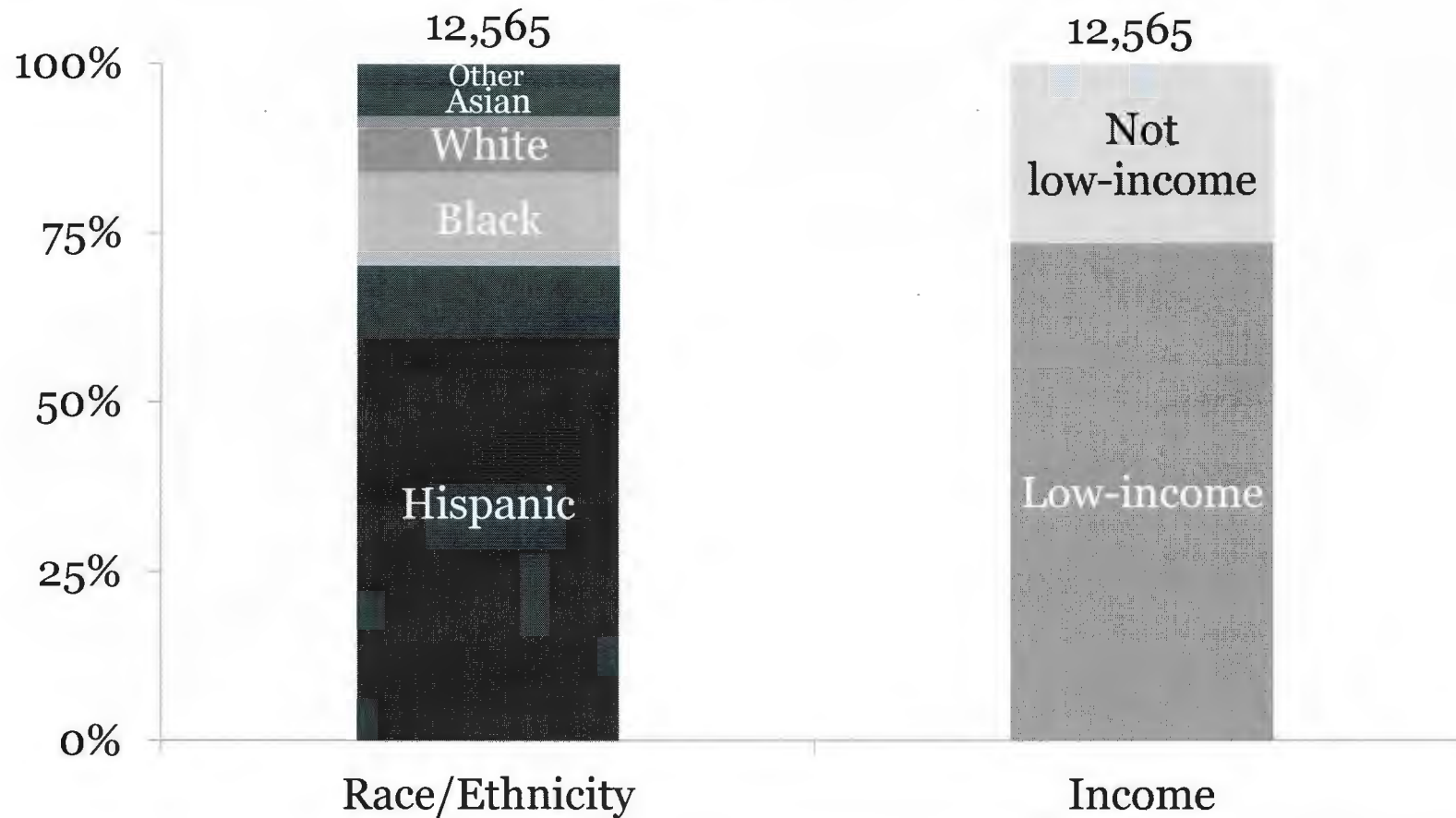
- Aspire Antonio Maria Lugo Academy (K-5)
- Aspire Centennial College Preparatory Academy (6-7)
- Aspire Firestone Academy (K-5)
- Aspire Gateway Academy (K-5)
- Aspire Huntington Park Charter School (K-5)
- Aspire Inskip Academy (K-6)
- Aspire Junior Collegiate Academy (K-5)
- Aspire Olin University Preparatory Academy (7-9)
- Aspire Pacific Academy (10-12)
- Aspire Slattery Academy (K-6)
- Aspire Tate Academy (K-6)
- Aspire Titau Academy (K-5)

Aspire expanded to Memphis in 2013, opening 2 (PK – 5) schools called Hanley Elementary, serving 768 children



Aspire Schools Serve High Needs Students

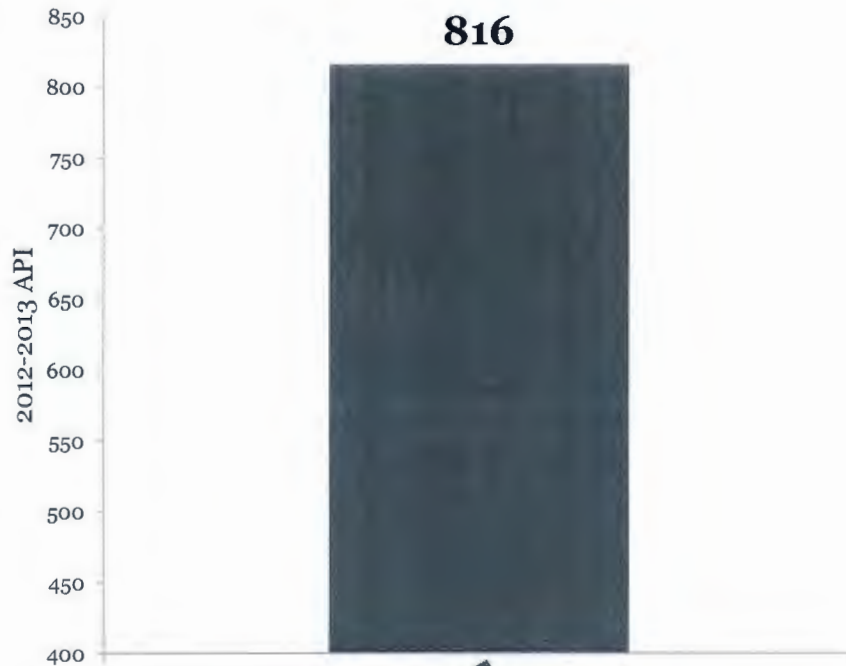
Aspire 2012-13 Student Enrollment



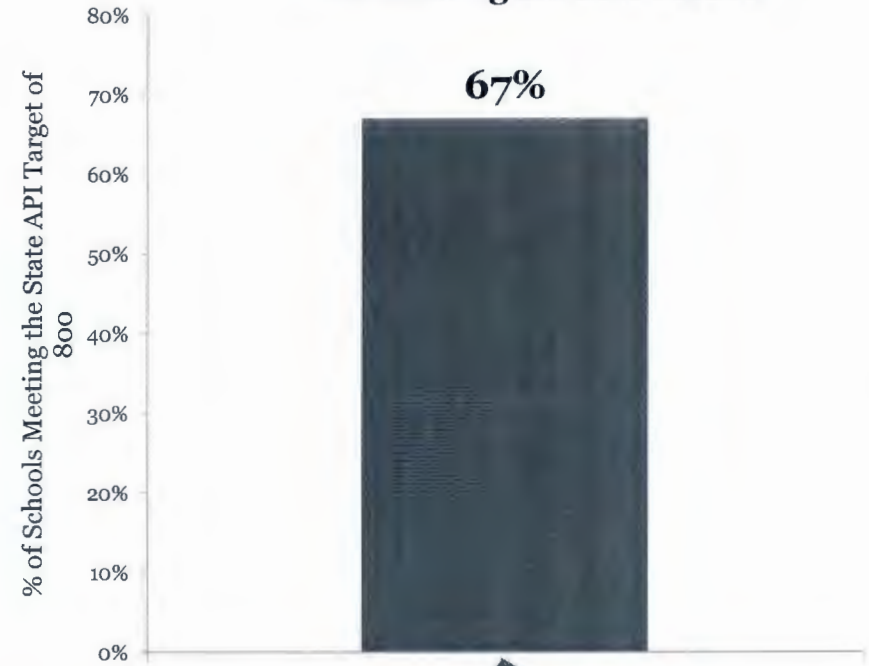
Aspire is the top performing school system of its kind in the state, with an API of 816 and 67% of schools above

Aspire-as-a-District Results

Average API



% of Schools Meeting CA's High Performing Schools Metric



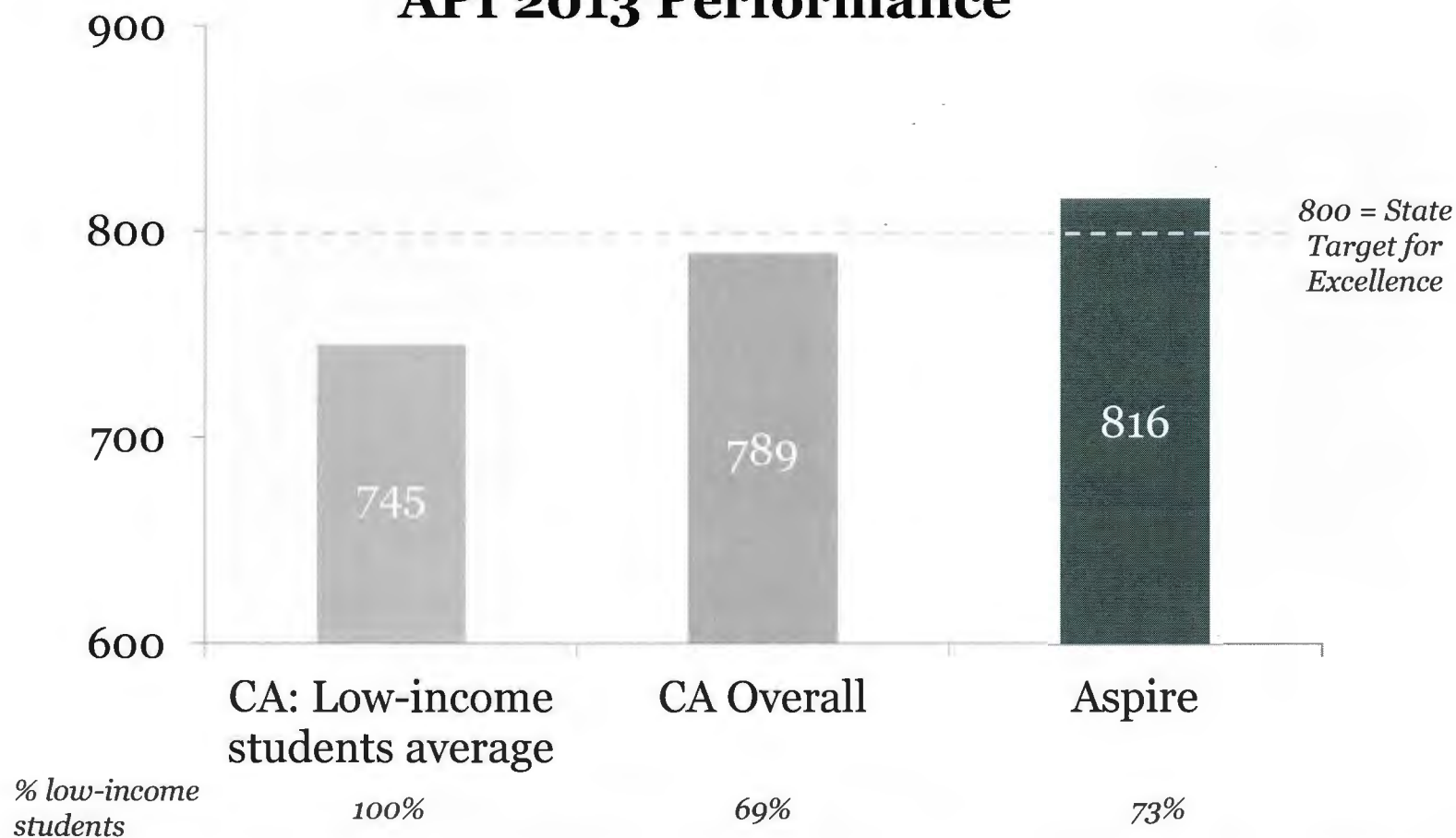
Aspire ranks **#1** on both metrics when compared to districts with at least 25 schools who serve at least two-thirds low-income students

Note: At 816, Aspire Public Schools' API outperforms all districts in the state that have at least 25 schools and serve at least 2/3 low income students.
Source: CDE 2012-2013 Growth API Data File



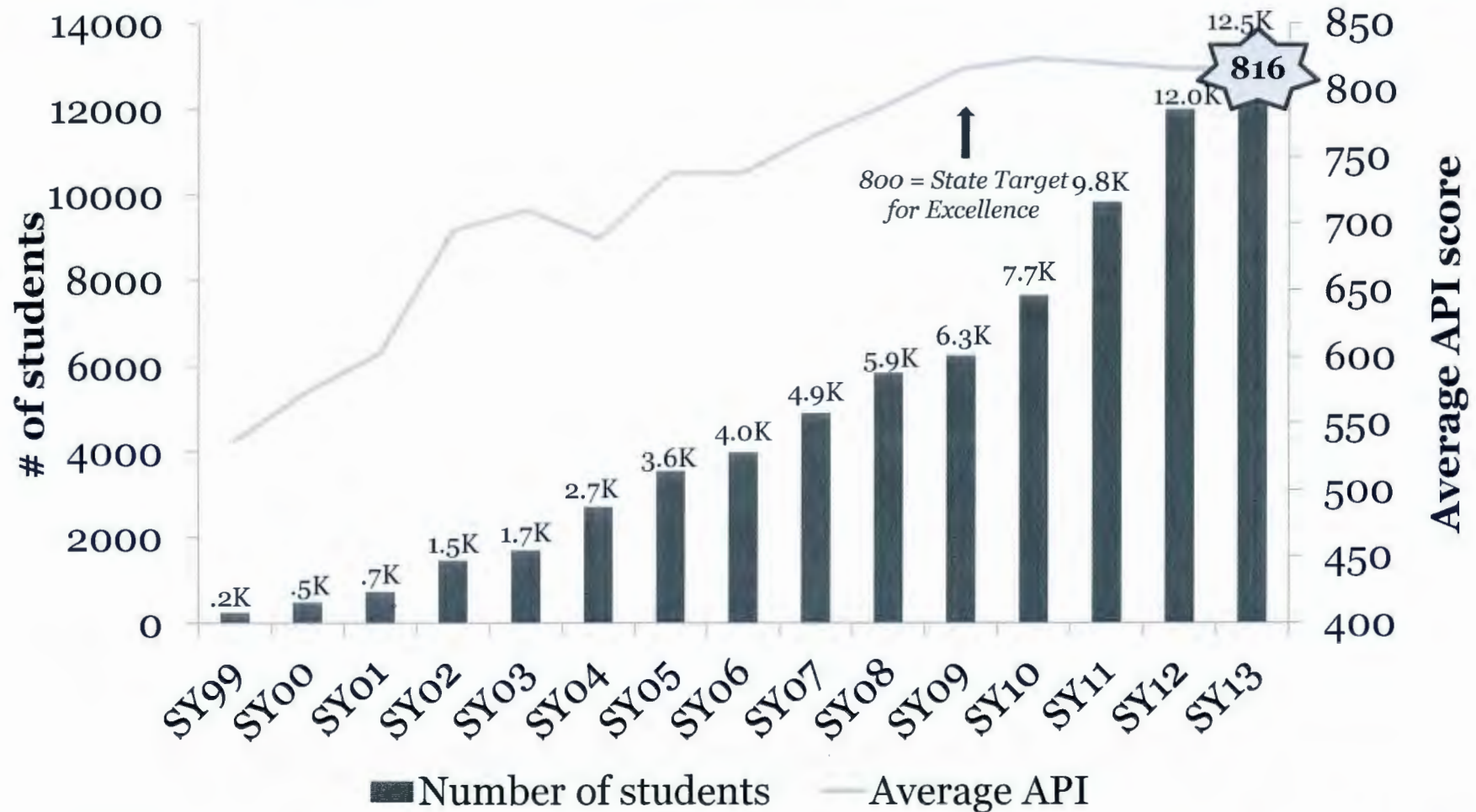
Aspire outperforms the state target for excellence

API 2013 Performance



Source: CDE 2012-2013 Growth API Data File

As we've grown, our results have improved



of schools

1

2

3

6

7

9

9

14

15

17

21

25




30

31

Source: CDE 2012-2013 Growth API Data File

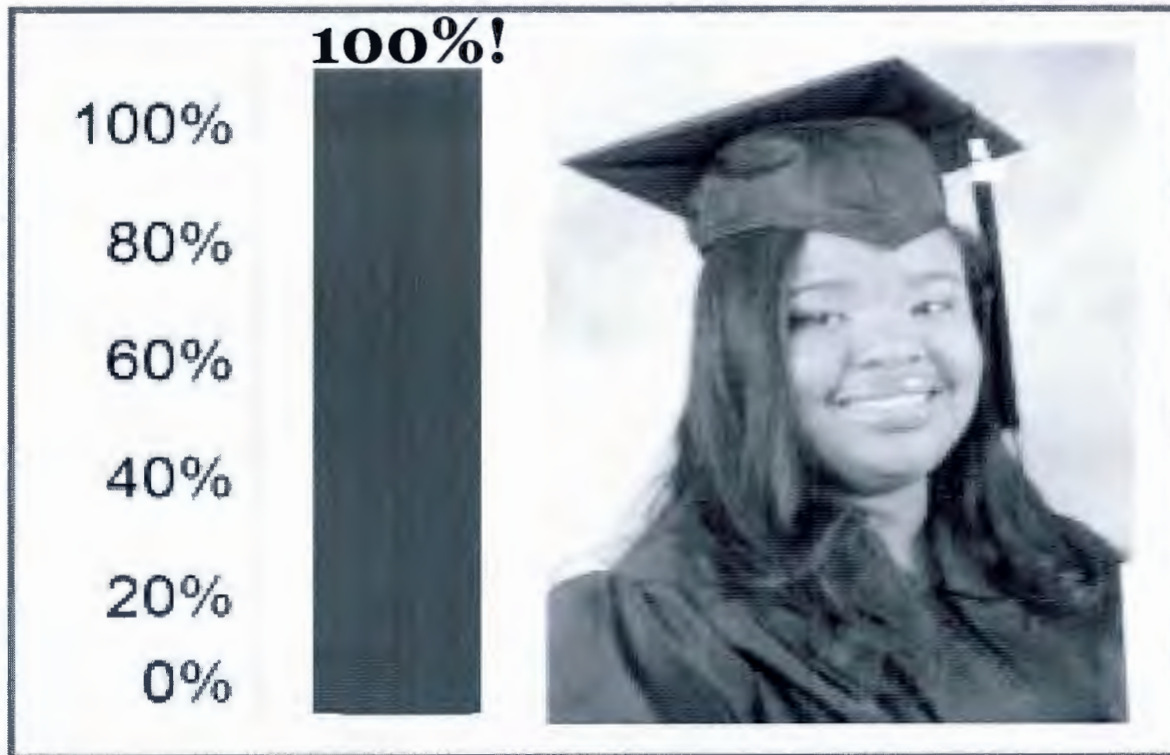


Our success hinges on a strong culture, deep investment in our teachers, and high expectations for students

Core Belief	What it Looks Like in Our Schools
 <ul style="list-style-type: none"> We must build a College for Certain culture in every classroom in every school 	<ul style="list-style-type: none"> Students immersed in college-going environment Students earn college credits while in high school
<ul style="list-style-type: none"> Highly effective teachers are the key to student success 	<ul style="list-style-type: none"> Cutting-edge support Robust and ongoing feedback Collaborative culture
 <ul style="list-style-type: none"> We must hold students to the highest academic standards 	<ul style="list-style-type: none"> College prep program for everyone Student-led discussion Academic rigor
<ul style="list-style-type: none"> Underserved students need more time on task for college success 	<ul style="list-style-type: none"> Longer school day Longer school year Instructional minutes are precious
<ul style="list-style-type: none"> Personalized school communities matter 	<ul style="list-style-type: none"> Ongoing personal relationships Every student known by name
 <ul style="list-style-type: none"> We can and should help transform local school systems 	<ul style="list-style-type: none"> Collaboration with host districts Proactive best practice sharing



In 2013, we again had 100% of graduating seniors accepted to four year colleges and universities



334 graduating seniors!

100% college acceptance rate

8 graduating classes



By 2016, three years from now, we'll have graduated **2,500 students** ready-for college

Our success has generated national and international attention

Third-party validation



Media buzz



Funder support





College for Certain

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Aspire Millsmont Academy

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

MILLSMONT ACADEMY

Original Charter Approved by Oakland Unified School District for the term
July 1, 2004 – June 30, 2009

Charter Renewal Approved for the term
July 1, 2009 – June 30, 2014

Charter Renewal

Submitted: December 2008

For an initial term of July 1, 2009 – June 30, 2014

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ASPIRE MILLSMONT ACADEMY CHARTER: ASSURANCES

AFFIRMATIONS/ASSURANCES

~~AS THE AUTHORIZED LEAD PETITIONER, I, GLORIA LEE, HEREBY CERTIFY THAT THE INFORMATION SUBMITTED IN THIS APPLICATION FOR RENEWAL FOR A CALIFORNIA PUBLIC CHARTER SCHOOL, NAMED MILLSMONT ACADEMY, LOCATED WITHIN THE BOUNDARIES OF THE OAKLAND UNIFIED SCHOOL DISTRICT, IS TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF; I ALSO CERTIFY THAT THIS PETITION 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 RENEWAL OF THE CHARTER, THE CHARTER SCHOOL:~~

The Aspire Millsmont Academy ("School") will follow any and all federal, state, and local laws and regulations that apply to the School, including but not limited to:

- 1. The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)].
- 2. Aspire Public Schools shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)].
- 3. The School shall be non-sectarian in its programs, admissions policies, governance, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)].
- 4. The School shall not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. [Ref. Education Code Section 47605(d)(1)].
- 5. The School shall admit all students who wish to attend the Charter School, 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, except for existing students of the School, shall be determined through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education

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Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)] Admission to the Charter School shall not be determined by the place of residence of the child or his or her parents within the state.

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•6. The School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

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•7. The School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.

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•8. The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

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•9. The School 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 in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

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•10. The School shall at all times maintain all necessary and appropriate insurance coverage.

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•11. The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

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•12. If a pupil is expelled or leaves the School without graduating or completing the school year for any reason, the School shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)] 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 shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

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• Will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:

•13. The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

•14. The School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

•15. The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]

•16. The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

•17. The School shall comply with all applicable portions of the No Child Left Behind Act, Elementary and Secondary Education Act,

•18. The School shall comply with the Public Records Act.

•19. The School shall comply with the Family Educational Rights and Privacy Act.

•20. The School shall comply with the Ralph M. Brown Act.

•21. The School shall comply with the Political Reform Act.

•22. The School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

23. The School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974.

Tatiana Epanchin-Troyan _____ DATE

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Bay Area Superintendent, Aspire Public Schools

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Lead Petitioner, Gloria Lee _____ Date: _____

INTRODUCTION

I. INTRODUCTION

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Aspire Public Schools ("Aspire") hereby respectfully submits this charter renewal on behalf of Aspire Millsmont Academy ("the School").

Aspire Public Schools ("Aspire") wishes to continue to operate Millsmont Academy as a public charter school, ("School" or "Charter School") to prepare students for college, work, and citizenship. Our focus is on students who are currently underserved and under represented in college.

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

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

The School has been chartered in the Oakland Unified School District ("the District") under the auspices of Aspire since 2004.

The School's present charter term is set to expire on June 30, 2014.

The School has done a financial analysis and projections that support continued operation of a K-5 school in the District on a financially sound basis.

The School is located at 3200 62nd Avenue, Oakland, California 94605 where it holds a two-year lease through 2016 with the option to renew the lease in the facility in which operations are conducted.

In accordance with the Charter Schools Act of 1992, Aspire hereby respectfully petitions the District to renew the charter for the School for a five-year period, from July 1, 2014 to June 30, 2019.

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Founding Group

Aspire Public Schools, a 501(c)(3) nonprofit public benefit corporation, is a pioneer and leader in California public education. Since its founding in 1998, Aspire has opened 21 high-quality, small, college-preparatory campuses throughout California, and has demonstrated the important role of charter schools in providing educational opportunities for California's diverse youth. Its schools have had consistently strong academic results, parents and teachers are highly satisfied, and the organization was named by Fast Company magazine as one of the top 20 social entrepreneurial organizations in the country in four of the last five years. Aspire is widely regarded as one of the leading not-for-profit charter management organizations in the country.

→ See Appendix Ia for more information on Aspire's results to date.

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Intent of the Charters Schools Act

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 schoolsite.*
- 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 7601

PETITION ELEMENTS

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Element A: Educational Program

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

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Governing Law:

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.

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

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

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

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The School's Mission

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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 mission is to provide all students with an exceptional education that will allow them to excel inside and outside the classroom. The School seeks to achieve this mission by providing students a rigorous core curriculum, a well-trained staff, high standards and expectations, extended instructional hours and support, personalized learning opportunities, and early access to college-preparatory experiences. By ensuring students become voracious, self-motivated, competent and lifelong learners, the School will prepare them not only for college but also for the 21st Century world.

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Population to be Served by the School

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Target Population — Whom the School is Attempting to Education

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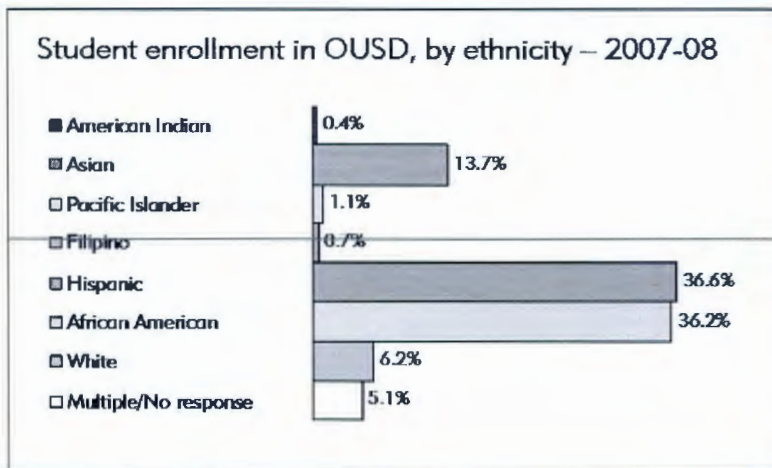
The School currently serves approximately 266 students in grades K-5. The school will also offer transitional Kindergarten. A summary of historical enrollment and demographics can be found in Appendix I as part of the OUSD Performance Report.

According to demographic data compiled by the California Department of Education (“CDE”), the District enrolled 46,486 students in 2012-13. Of these students, African Americans constitute 29.1% of the students, American Indians 0.3%, Asians 13.6%, Filipinos 0.8%, Hispanics 41.9%, Pacific Islanders 1.1% and Whites 9.2%. During the 2013-13 school year, students who spoke English as a second language made up 30.3% of the District student body. The School seeks to enroll a diverse population of students that reflects these demographics.

The School plans to serve approximately 230 students in grades K-5, and may eventually grow to serve up to 350 students if sufficient space becomes available.

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According to demographic data compiled by the California Department of Education, the **Oakland Unified School** District (the “District”) enrolled 47,012 students in 2006-07. 28% were designated English Learners, and 69% were low income (i.e., eligible for Free/Reduced-price meals). Those students represented the following ethnicities:



The School seeks to enroll a student body whose diversity represents the general population of persons residing within the geographical boundaries of the District and community where the school is located.

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

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

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

Aspire educational program is designed to increase college-going rates for students who have historically been under-represented in college and who face barriers accessing a college education, specifically:

- Students from low-income families
- Students whose primary home language is not English
- Students living in communities with low-performing schools and low college-going rates
- Students who would be the first in their families to attend college

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY THE
EDUCATED PERSON IN THE 21ST CENTURY

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

The fundamental characteristic of the new millennium is ever-accelerating change. Information is multiplying as quickly as it is becoming obsolete; ideas are continually revisited, retested and revised. At the same time, the world is becoming increasingly interdependent. Therefore, students must have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions and innovate new ideas, and express themselves thoughtfully. They must also have important academic and personal habits, including self-motivation, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action. Thus equipped, students will excel in college and in the 21st Century world of work and citizenship.

The School's graduates will be able to collect information in a variety of forms, including: novels, art pieces, statistical data sets, newspaper reports, historical accounts, web pages, and scientific articles. They must be able to think systematically and critically about that information, create new knowledge, and apply their thinking to real world problems. And, they must be able to express themselves effectively in variety of forms, such as essays, paintings, poems, oral presentations, mathematical arguments, and scientific rebuttals.

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How Learning Best Occurs

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

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

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

Student learning best occurs when a school's structures, academic program, pedagogical strategies, curriculum standards and materials, assessments, culture, and support systems are all aligned towards the same, college preparatory goal. While many of the elements described below are expected to be in place from the first day of the School's opening, other elements may be implemented as students matriculate into higher grades and/or as the School becomes more established.

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THE SCHOOL'S PROGRAM DESIGN ELEMENTS

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Community

STRUCTURES TO SUPPORT LEARNING

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The School is structured to support high student achievement by creating many personalized learning opportunities, with smaller school and class sizes and more time in the school day for learning.

Aspire schools are small with approximately 45-60 students per grade level. They are broken into divisions and small classes to create a community where each student is known personally.

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- *Small Schools:* Students are more likely to succeed in small schools, where teachers and the principal know each family well. Students and their needs are not lost in the crowd. Ideally, target enrollment for elementary campuses (K-5) is between 320 and

400 students, but some schools are smaller depending on their facility or other enrollment factors.

Small School Size

The small size of Aspire's schools creates school communities where each student is known personally. Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning.⁴

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- Small Class Sizes: In smaller classes, teachers can give each individual student the time and individual attention necessary to realize his or her personal academic goals. Aspire strives to maintain a 20:1 student-teacher ratio in kindergarten through third grade and a 29:1 ratio in grades four and five.

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 goal is a 20:1 student: teacher ratio in grades kindergarten through third grade, and 28:1 in fourth and fifth grades.

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- Looped Grouping: In grades K-5, teachers strive to teach the same group of students for two years. This longer time with one teacher allows students to develop a deep relationship with one individual. The teacher saves instructional time during the second year of instruction as she/he knows the individual student's strengths and weaknesses on the first day of school. Instruction can begin as soon as the school year does. Students remain with the same teacher for kindergarten and first grade; second grade and third grade; and fourth and fifth grade.

Learning Time

Aspire provides 15% more learning time for students than traditional public schools, and uses time more effectively during the year and day to maximize in-depth learning.

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- 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 have, on average, a 7.5 hour school day for grades 1-12, and at least a 5-hour school day for kindergarten. In other words, Aspire students receive about one hour more instruction each day than students in traditional public schools. The School's 2013-14 Bell Schedule is attached in Appendix II.

Longer school day

Students learn more when they are given more time to learn each day. With more time, teachers can delve into topics more deeply cover more topics. The school's day will be approximately seven hours—or about 30 minutes more instruction each day than

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⁴A number of large-scale studies have demonstrated that small schools are more productive and effective than large ones. Findings from these studies show that students in small schools learn more and better, make greater progress toward graduation, persist in larger numbers, and behave better. This is all particularly true for disadvantaged students (Raywid, Mary Anne. 1999. "Current Literature on Small Schools." West Virginia: ERIC/CRESSE). In addition, compared with students in large schools, students in small schools experience a greater sense of belonging, and their academic and personal self-concepts are more positive (Cotton, Kathleen. 1996. "Affective and Social Benefits of Small-Scale Schooling." West Virginia: ERIC).

students in many traditional public schools receive. In addition, the school provides a robust after-school program which provides homework help, additional academic tutoring, and enrichment activities.

- Longer School Year: Aspire schools provide approximately 186 to 190 days of instruction, which is about 11 more days than traditional public schools. Some of these additional days are on Saturday, when families can attend class with their children. The School's 2013-14 Academic Calendar is attached in Appendix III.

Longer school year

The School will provide 187 regular days of instruction, seven days more than traditional public schools provide, and twelve more than the legal minimum applicable for charter schools. In addition, each year the School will hold three additional days of instruction on Saturdays. The School will commence its school year prior to September 30., during which parents are encouraged to attend specially designed academic programs with their children.

- Modified Traditional Calendar: After its first year of operation, the school uses a modified traditional calendar (shorter summer recess) to decrease the loss of learning during extended recesses.

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Teaching Methods

→ See Appendix III for sample school year calendar and bell schedule

All educators at Aspire Public Schools use a variety of pedagogical strategies to ensure all students learn and grow continuously. Strategies are selected based on the teacher's knowledge of how students best learn different topics, and are usually used in combination. Aspire has created Instructional Guidelines in math, language arts, science and humanities, that spell out the frequency and purpose for each type of instruction. These instructional strategies are well-aligned to the deep understanding required by the Common Core State Standards. The Instructional Guidelines will be revised annually as more is learned about effectively implementing the CCSS. Sample Instructional Guidelines are attached in Appendix IV. These guidelines, as well as the purchased curriculum materials, provide the structure for a standards-based curriculum. Aspire educators are also trained to adapt these methods in ways that maximize personalized experiences each child receives. The major strategies used include:

- Explicit Instruction: in this traditional form of teaching, the teacher presents the lesson, which includes: a purpose; specific instructions; modeling; guided practice; and checking for understanding. At the conclusion, students individually demonstrate their new skills or knowledge.
- Massed and Distributed Practice: this retention strategy provides students with many opportunities to practice new skills upon initial learning. Practice is then distributed over the course of many months to increase the retention of previously learned skills and knowledge.

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- Problem Solving: this method provides students with a step-by-step process for determining the solution.
- Inquiry: in this process, students are presented with a problem or question, and formulate and test theories to work towards a solution.
- Culturally Appropriate Curriculum and Instruction: A multicultural curriculum and culturally 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.

Authentic Experiences: In the early elementary grades at Aspire schools, students learn literacy skills through authentic reading and writing experiences, including shared reading, guided reading, independent reading, shared writing, interactive writing, writing workshops and independent writing. In the older elementary grades at Aspire schools, students focus on "reading to learn," through reciprocal teaching, literature circles, and the use of both non-fiction books and classical literature. Students also learn by applying the scientific method to hands-on experiments and by interacting with others on community issues.

Classroom looping

The School will "loop" in kindergarten/first grade, second grade/third grade and fourth grade/fifth grade, meaning that students stay with the same classroom teacher for two grades. This allows teachers and students to have deep, continuous relationships. It also allows teachers to begin the second year with instructional knowledge about every student. Students can receive instruction on the first day of school, instead of spending time establishing rules and procedures.

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Summer School and Inter-sessions

The School, either separately or in collaboration with another Aspire school, may offer special academic programs during normal school holidays. These programs may include opportunities for acceleration (such as deep exploration of a single topic) or remediation (such as extra work on basic skills).

PEDAGOGICAL STRATEGIES

Aspire educators use the organization's Instructional Guidelines, which describe a variety of effective pedagogical strategies for each subject area. Importantly, the

strategies in the Instructional Guidelines are also designed to enable educators to differentiate instruction for individual students. Instructional Guidelines have been designed based on both research and best practices. Instructional Guidelines are not a script, and good implementation of Aspire's program requires highly skilled teachers. Model lessons by exemplar teachers, visits to Aspire Model Classrooms, and coaching by the school principal all help individual teachers in implementing the Instructional Guidelines effectively.

Broadly, the Instructional Guidelines require use of a variety of pedagogical strategies, including:

- **Explicit Instruction:** provides students a traditional form of teaching wherein the teacher presents the lesson and students individually demonstrate their new skills or knowledge.²
- **Guided and Independent Practice:** Students will be given multiple structured opportunities to practice newly and previously learned skills and knowledge. Practice opportunities will be concentrated 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.
- **Problem Solving:** gives students a step-by-step process for determining a solution.

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- **Inquiry:** presents students with a problem or question, around which they formulate and test theories to work towards a solution.

- **Project based Instruction:** offers students the opportunity to apply learning to complex problems; students are required to conduct extended research, analyze and synthesize information across subject areas, and develop written and oral end products.³

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Technology is used as a tool for research, communication, and production. Students will have access to movable laptop carts and banks of computers in each classroom. Students exercise their higher-order thinking skills through simulations and presentations, their communication and production skills through desktop publishing, and their research skills through use of electronic references, including the Internet.

→ For an example of subject-specific guidelines, see Appendix Hb for Aspire's K-5 ELA Instructional Guidelines Table of Contents.

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Curriculum

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CURRICULUM STANDARDS AND MATERIALS

Aspire uses a combination of adopted programs and curriculum developed in-house to meet Aspire standards and build basic skills, higher-order thinking skills, and life-skills. The curriculum is clearly articulated as a K-12 system and based on the CCSS. All elements of the curriculum are research-based and have been proven effective in schools. The specific CCSS curriculum materials will be determined through an

²Adams, G.L., & Engelmann, S. (1996). *Research on Direct Instruction*. Seattle, WA: Educational Achievement Systems.

³Thomas, J. (2000). *A Review of Research on Project-Based Learning*. San Rafael, CA: The Autodesk Foundation.

organization-wide adoption process. For more details on Aspire's plan for transition to Common Core State Standards, please refer to Appendix V.

Aspire schools use a combination of adopted programs and elements developed in-house to build basic skills, higher-order thinking skills, and life skills. The curriculum is deeply rooted in California state standards, and is intended to be simultaneously rigorous and relevant to students. The School's curriculum is clearly articulated as a K-5 system and includes language arts, mathematics, science, and social science. Other subjects essential to a healthy and balanced life are also covered through classes or programs in visual arts, music, health and nutrition, and physical education.

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

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

One of the main resources in K-5 literacy instruction may be the Open Court Reading materials. Writing may be supplemented with vocabulary and instruction based on the Six Traits of Writing.

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Core curriculum materials are chosen by Aspire's Chief Academic Officer through a collaborative process with instructional coaches, teachers and principals. In addition, individual classroom educators are encouraged to use flexibility and their professional discretion to supplement any chosen materials with a variety of texts and materials, depending on the needs of their students.

- **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 using a variety of texts. Students progress through a series of guided reading lessons based on each student's instructional level. Open Court instructional materials also support the reading program. The writing instruction is based on Lucy Calkins's Writer's Workshop and the Six Traits of Writing from the North West Regional Laboratory: ideas, organization, voice, word choice, sentence fluency, and conventions.
- **Social Science:** Aspire's history and social studies curriculum ensures that students are historically literate (including culture, geography, politics, economics, and ethics) and become active, informed citizens (including U.S. policy and effective research techniques). Students apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens. Students learn to apply chronological, thematic and integrative thinking, develop and test hypotheses about cause and effect, gather evidence to support conclusions, use methods of historiography,

conduct in-depth and relevant research, critically examine sources, and synthesize ideas. Materials at both the elementary and secondary level include primary sources, historical literature, History Alive! Interact and a variety of non-fiction texts as recommended by the CCSS.

Throughout the K-5 instructional program, social science and language arts are interwoven. The stories and facts in history are the vehicles for instructing students to read and write.

- **MATHEMATICS:** The math curriculum is based on the California state standards for mathematics. Currently, the School uses the Harcourt Brace mathematics program, and is considering supplementing with other materials from Singapore Math and Everyday Math in order to set expectations high and include real life problems to create learning opportunities.
- **Mathematics:** Students apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students are expected to be competent in symbolic reasoning and in constructing logical arguments.

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A balanced approach provides both the conceptual understanding of math and the skills to solve problems. By providing extensive math time in elementary classrooms, our state adopted math materials, Harcourt Brace, Prentice Hall and California Preparatory Mathematics, can be interwoven with other real-life problems. These materials will also change or be updated with the realignment with the CCSS.

A key tool in mathematics instruction is the standards-based software program Edusoft. Edusoft creates, scores and reports standards-based assessments. Aspire uses these assessments as both benchmark exams and formative assessments. The Edusoft reports in all subjects inform the teacher on whether the students have mastered a standard or need further instruction. Aspire is currently in the process of reviewing several vendors for CCSS aligned questions to create CCSS aligned assessments.

For example, the results of a standards-based assessment given in 5th grade might show that 90% of the students mastered Math Standard Number Sense CCSS: Add, subtract, multiply, and divide with decimals, but only 15% mastered Number Sense CCSS: Perform operations with multi-digit whole numbers and with decimals to hundredths. The teacher would provide remediation for students who did not understand one standard and reteach the whole class the other standard. Teachers use this data on a daily cycle. Grade level teams, principals and subject level teams look at this assessment data every two weeks.

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- **Science:** Students demonstrate understanding of scientific concepts and ideas through real-world applications. Students utilize scientific research and inquiry methods to conduct investigations and problem-solve. They apply conceptual

knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines. Aspire uses a variety of curriculum materials and the state adopted textbooks may be supplemented with AIMS, FOSS, scientific readings and local scientific resources such as guest speakers, field trips, and presentations.

• **SCIENCE:** The Aspire program examines scientific concepts 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. The school currently uses the Full Option Science System (FOSS) as a curriculum resource.

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• **SOCIAL STUDIES:** The social studies content at Aspire is integrated into language arts and 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).

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

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• **Visual and Performing Arts:** Appreciation and participation in the arts are essential to each student's development. At the elementary level, arts are integrated into thematic units to inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Visiting artists and parent docents also provide special programs in the arts. Aspire secondary schools offer some on-campus electives in visual and performing arts and establish partnerships with local arts organizations and colleges to provide additional programs for students.

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• **VISUAL AND PERFORMING ARTS:** Appreciation and participation in the arts are essential to each student's development. Art and music inspire students, help ideas come to life by using multiple intelligences, and ensure cultural literacy. Dependent on budget availability, art and/or music may be offered as a separate class, integrated into core classroom thematic units, or offered as an after-school enrichment activity.

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• **Health:** Students develop an understanding of the importance of health and nutrition through classroom instruction, selected special programs, collaborations with local health agencies, and thematic units. Health instruction follows the California Health Framework. Data from the California Healthy Kids survey or our own internal surveys will inform additional needed interventions.

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• **Physical Education:** Students receive regular physical education instruction. Emphasis is placed on activities that students are likely to engage in throughout their lives (e.g. running, dancing).

• **PHYSICAL EDUCATION:** Students will be expected to develop their physical abilities and fitness. Dependent on budget availability, physical education may also be offered as a separate class, integrated into core classroom thematic units, or offered

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as an after-school enrichment activity. The School will administer the state and federally mandated physical fitness tests.

• **TECHNOLOGY:** Students will be expected to develop technological proficiency in basic use of personal computers and the internet. Students will be expected to utilize technology in ways that will prepare them for secondary education. The School will integrate technology skill development in core academic classes and as part of interdisciplinary projects.

• **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 using the CARES framework (Cooperation, Assertiveness, Responsibility, Empathy, and Self Control). Teachers will both model good behavior and explicitly guide students in learning how to cooperate and collaborate with one another.

In designing lessons, educators are also able to share and access resources through MyAspire, Aspire's Intranet. MyAspire is a web-based searchable portal that allows users to upload, retrieve, archive, and collaboratively create documents such as lesson plans, pacing guides, and rubrics.

→ Please see Appendices Hc-Hg for examples of curriculum materials for core academic subjects available on Aspire's Intranet, including examples of Pacing Guides, High-frequency Word Lists, and sample lesson plans.

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Assessment

ASSESSMENT

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

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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 Subject Matter Tests, CAT-6), 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 including exhibitions.

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→ See Appendices Ih-Hi for Aspire assessment calendar and sample Benchmark Assessment

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• All standardized and standards-based tests required for traditional public schools that are mandated in the California Education Code (including, but not limited to,

Smarter Balance Assessment Consortium assessment, CELDT and Physical Fitness Test)⁴:

- Other nationally recognized norm-referenced and/or developmentally based tests (e.g. Developmental Reading Assessment)
- Specialized assessments developed by Aspire Public Schools for all areas of the academic core (e.g. project rubrics, Aspire Writing Assessment);
- Day-to-day assessments related to specific content or skills (running record for language arts; Open Court phonics, Edusoft assessments; math computation quizzes, unit tests);
- Qualitative observations of the process of learning (teachers' anecdotal notes, a child's reflection log, internship mentor reports); and
- Examination of final grade level projects, Exhibitions, are designed by each school to reflect a deep exploration of a key grade level standard- for example a Physics standard, character analysis, media literacy- which include independent research, preparation of a presentation and delivery of that presentation to an audience of external evaluators.

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Technology as a Tool

At Aspire, technology is used as a tool to provide students with additional opportunities for individualized learning. The School is converting to a blended learning school. In August of 2013, the School set up a blended learning lab for all 3rd, 4th, and 5th graders. Blended learning enables each student to have 30 minutes of literacy on computers daily, 30 minutes of math on computers daily, and a strong lab teacher with excellent classroom management skills who builds incentive systems & rallies students around their progress. Rotating students into the lab creates a structure that supports more targeted guided reading and small group instruction in the classroom.

In fall of 2014, the School plans to continue the blended learning conversion by piloting a classroom rotation model in grades K, 1, and 2.

Aspire believes that blended learning will accelerate the turnaround of school culture, increase support for small group instruction, provide individualized learning opportunities and real-time feedback for students at school and home, and support students as they develop technology skills necessary for success in college and beyond.

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⁴ The growing emphasis on norm-reference tests is much debated. Educationally, standardized tests are only a single indicator of mastery in basic skills; however, they are regarded by employers and policymakers as broadly meaningful. Aspire Public Schools believes that students should be prepared to be successful on the tests that they are held accountable for; these tests are often the key to future opportunity.

CULTURE OF COLLEGE FOR CERTAIN

The School intends to establish a school culture in which students expect that they will attend and graduate from college. This culture of “College for Certain” will be cultivated through artifacts, rituals, language and stories. College related artifacts will be pervasive throughout the school: classrooms will be named after colleges and universities and college banners and other college paraphernalia will adorn the walls. Routines and rituals will be designed to convey the discipline needed to be successful in college. Adults will use academic vocabulary on a daily basis. At Town Halls, various programs and rituals vividly remind students of what is possible.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

CHARTER SCHOOL ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES	
State Priority #1. <u>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</u>	
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS
<u>The School’s teachers will be appropriately assigned and fully credentialed.</u> <u>Every pupil will have sufficient access to standards-aligned instructional materials.</u> <u>School facilities will be maintained in good repair.</u>	<u>On an annual basis, Aspire’s credentials team will evaluate whether all the School’s teachers are appropriately assigned and fully credentialed, and will take action if they are not.</u> <u>Each year, the School will report on whether every pupil will have sufficient access to standards-aligned instructional materials.</u> <u>On an ongoing basis, facility maintenance needs will be assessed and resolved.</u>
State Priority #2. <u>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</u>	
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS
<u>The School will adopt the Common Core State Standards, and will include how EL students will be enabled to gain academic content knowledge and English language proficiency.</u>	<u>Aspire will proceed with its Common Core State Standards implementation plan, which includes revising curriculum, professional development, and assessments to align with the Common Core State Standards. Specialized professional development will be provided to teachers to differentiate for the needs of English Learners.</u>
State Priority #3. <u>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</u>	
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS

<p>The School will promote parental involvement.</p>	<p>The School will provide parents with opportunities to get involved, such as Student Led Conferences, volunteer opportunities, membership on the Advisory School Council (ASC), regular family meetings, and school and staff evaluations.</p>
<p>State Priority #4. Pupil achievement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 <i>et seq.</i>) or any subsequent assessment of college preparedness 	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #4</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<p>The School will provide students with an exceptional education.</p>	<p>The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.</p>
<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #5</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>
<p>The School will cultivate an environment that promotes pupil engagement.</p>	<p>The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.</p>

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State Priority #6. School climate, as measured by all of the following, as applicable:
 A. Pupil suspension rates
 B. Pupil expulsion rates
 C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.

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

“Broad course of study” includes the following, as applicable:
 Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
 Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will provide pupils with the opportunity to have access to and enroll in a broad course of study.	Through course offerings and enrichment afterschool, along with access to and scheduling which allows for participation in classes and clubs by outside providers, students will be provided with a broad course of study.

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

ANNUAL GOALS TO ACHIEVE PRIORITY #8	ACTIONS TO ACHIEVE ANNUAL GOALS
The School will track pupil outcomes in a broad course of study.	The School will track participation in afterschool programs and Aspire course grades. That data will be used to make changes to course offerings and enrichment opportunities as necessary.

SUPPORT FOR ENGLISH LEARNERS

Aspire is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English learning. The School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

- Home Language Survey

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

- CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested or tested with any new English Language Development test adopted by California within thirty days of initial enrollment⁵ 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 publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

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SUPPORT SYSTEMS FOR ALL STUDENTS

The key elements of our education program (small schools, small class sizes, longer school day and year, etc.) are designed to meet the needs of all students. In addition,

⁵ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

the School is committed to providing a variety of systems to ensure that each individual student receives the support s/he needs to be successful.

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. 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 trimester during Student Led Conferences, the teacher, parent and student will discuss the student’s learning strengths and weaknesses, and set goals for the next semester. 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. This allows all students to receive the appropriate interventions, if needed, provided by the school (e.g. in-school, after-school or specialized classroom instruction). The high standards, deep interventions, and rigorous caring provided to all students can be personalized in the PLP. Indeed, the PLP will allow the School to help meet the general education needs of students with disabilities (who may also have Individualized Education Programs (“IEPs”) or 504 plans as required by law), English language learners, students achieving substantially above or below grade level expectation, and other special student populations.

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 receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small-group tutoring by classroom teachers; before-or-after-school tutoring by non-classroom educators in a one-on-one or in small groups; participation in a specialized support class taught by a literacy specialist or other educator. Materials for intervention services may be designed by the educator or based on an off-the-shelf package such as READ 180.

Students targeted for additional intervention will include, but are not limited to, students who meet the following criteria:

Assessment	Criteria For Additional Intervention
CST – ELA or Math	Far Below Basic, Below Basic, Basic
DRA	Not at grade level
Parent Recommendation	Any
Teacher Recommendation	Any

Support for Students Achieving Above Grade Level

Because Aspire’s Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School.⁶ For instance, the instruction during language arts allows students to be reading at their own instructional level. One student reading at

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⁶ Gifted Education Program Standards, National Association for Gifted Children.

grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

Support for English Learners

The School is committed to the success of its English Learner population, and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English 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 ELs and the rights of students and parents. The School's program for English Learners is research-based, supported by budget resources and professional development and evaluated regularly for efficiency and needed improvements.

Home Language Survey

The School will administer the home language survey upon a student's initial enrollment into the School (on enrollment forms). Students in the country less than twelve months will be given the Aprenda assessment to determine the student's academic proficiency when tested in his/her home language of Spanish.

CELDT Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.² 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.

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Reclassification Procedures

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

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

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²The thirty-day requirement applies to students who are first enrolling in a California public school or who have not yet been CELDT tested. All others will be tested on an annual schedule based upon their last date of CELDT testing.

- 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. The notice will include a description of the reclassification process and the parent's or guardians opportunity to participate, and encourage parents or guardians to participate in the reclassification procedure.
- 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.

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Strategies for English Learner Instruction and Intervention

To meet the needs of English Learners, Aspire has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English (SDAIE). Specifically, those strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- visuals (study prints, text book illustrations, overheads projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams and webs)
- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student generated writing based on personal experience)

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All teachers will be given professional development in teaching English Language Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development (GLAD) training. The English Language Development Standards have been mapped to Aspire's Instructional Guidelines.

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

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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 Learners. The school will analyze the achievement data by this subgroup, and 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 Advisory School Council (see below section IV for description of Advisory School Council), which would then have input into the plan for

supporting English Learners. If appropriate, an English Language Action Committee will be formed.

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 reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix may be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

To meet the needs of English learners, Aspire has added a number of bilingual teaching strategies to its core program, including Specially Designed Academic Instruction in English (SDAIE). Specifically, those strategies include:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- visuals (study-prints, text book illustrations, overheads-projected prints, reproductions of paintings and documents, and documents)
- graphic organizers (matrices, Venn diagrams and webs)
- planned opportunities for interaction between all individuals in the classrooms (creating a skit and acting it out, cooperative learning, collaborative groups and student-generated writing based on personal experience)

All teachers will be given professional development in teaching English Learners in their appropriate content areas, including having the opportunity to participate in Guided Language Acquisition Development (GLAD) training. The newly adopted English Language Development Standards will be mapped to Aspire's Instructional Guidelines. The mapping of the previous English Language Development Standards to Aspire's Instructional Guidelines is included in Appendix VI. This document will be updated as necessary to align with CCSS.

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 Learners. The School will analyze the achievement data by this subgroup, and continue to assess the students through teacher-designed assessments and Aspire's benchmark assessments.

Monitoring and Evaluation of Program Effectiveness

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

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

SUPPORT FOR ALL STUDENTS

Highly Qualified Teachers

At the center of the educational program are the teachers. The faculty will consist of well-prepared and certified teachers. All core teachers and paraprofessionals will meet the requirements of the Elementary and Secondary Education Act. Professional development and teacher collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Aspire will ensure collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.

Personalized Learning Plans

The School will create and maintain a Personalized Learning Plan (PLP) for each student. 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. During Student-Led Conferences, the teacher, parent and student will discuss the student's learning strengths and weaknesses, and set goals for the next semester. 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. This allows all students to receive the appropriate interventions, if needed, provided by the school through its system of instruction and support, including in- school, after-school, specialized classroom instruction, or positive behavior supports. Aspire's high standards for learning, comprehensive interventions, and rigorous caring provided to all students can be personalized in the PLP. In addition to other supports, the PLP guides the School in providing appropriate general education strategies to ensure the progress of students with unique learning needs, including students eligible for Special Education service, others served by 504 plans as required by law, English Learners, Homeless or Foster Youth, and students achieving substantially above or below grade level expectation.

SUPPORT FOR ACADEMICALLY LOW-ACHIEVING STUDENTS

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

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

<u>Assessment</u>	<u>Criteria For Additional Intervention</u>
<u>CCSS Assessment – ELA or Math</u>	<u>Far Below Basic, Below Basic, Basic</u>
<u>DRA</u>	<u>Not at grade level</u>
<u>Parent Recommendation</u>	<u>Any</u>
<u>Teacher Recommendation</u>	<u>Any</u>

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

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

SUPPORT FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS

Because Aspire's Instructional Guidelines are designed to differentiate and individualize instruction for students at different levels, students achieving above grade level can be effectively served at the School.⁸ For instance, the instruction during language arts allows students to be reading at their own instructional level. One student reading at grade level can sit next to another student doing the same activity at three grade levels higher. Small class sizes and looping also aid in differentiation of instruction because classroom teachers understand each individual student's needs. The variety of instructional techniques and materials provided in Aspire's program are cited as important features by the National Association for Gifted Children in the Gifted Educational Program Standards. Finally, any student achieving above grade level can be accelerated to a higher grade level at the discretion of the parent and principal.

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SUPPORT FOR STUDENTS WITH DISABILITIES

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

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Overview

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").

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

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").

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⁸ Gifted Education Program Standards, National Association for Gifted Children.

→ See Appendix III for Letter from the El Dorado County Office of Education SELPA Director.

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

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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 School shall not discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

The School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

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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

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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 intelligence 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.

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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 IDEA, a referral for assessment under the IDEA 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. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 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.

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More details around Aspire's 504 procedures and Enrollment Steps are attached in Appendix VII.

→ See Appendix III for Section 504 Process

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Services for Students under the IDEA

Services for Students under the IDEA

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

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

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

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

Aspire's educational program includes systems of intervention, including After School Program, as well as differentiated instructional strategies to meet the diverse learning needs of all students. All incoming students participate in assessments in the areas of English Language Arts and Mathematics to assist in identification of student learning needs and provision of appropriate instructional supports for all students, including EL, Disadvantaged, 504, or IEP. Other measures used to assist with creating teacher interventions or differentiating instruction for all students include:

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

The identification process for students who would be eligible for special education services under IDEA begins when students have been accepted through the enrollment lottery and enrolled in the School. Through the process of "Child Find," each school fulfills the obligation of locating, evaluating, and identifying children with

disabilities who may be in need of special education. The Student Success Team serves parents, students and staff to address student needs and to initiate the referral process, if appropriate, for special education or other services.

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

LEA Member in EDCOE Charter SELPA

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

As the LEA, the School shall assume full responsibility for the provision of special education and related services to eligible students as an LEA member of the El Dorado County Office of Education (EDCOE) Charter SELPA effective July 1, 2006. Proof of LEA SELPA membership status is attached in Appendix VIII. As such, State and Federal funding shall be allocated directly to the School per the allocation plan of the Charter SELPA. The School shall assume responsibility for the general education contribution which may be necessary for the provision of special education services to identified students and shall meet the annual Maintenance of Effort Requirement.

LEA Assurances

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

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

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 (FAPE) – The School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.
- Child Find – The School will assure that all students with disabilities are identified, in accordance with the policies and procedures of the SELPA.
- Full Educational Opportunity – The School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.
- Least Restrictive Environment (LRE) – The School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids, supports and services in the general education environment, and services in the general education environment in accordance with each student's IEP.

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- Individualized Education Program (IEP) – The School will assure that an Individualized Education Program (“IEP”) is developed, reviewed and revised for each eligible student under the IDEIA.
- 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, in accordance with the IDEIA, and more often if conditions warrant or if requested by the student’s parents or teacher, to determine continued eligibility and needs, or requested by the student’s parents or teacher. Parents will receive reports on their individual student’s progress toward 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 the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a Free Appropriate Public Education.
- Personnel Standards – The School will assure that good faith efforts will be made to attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to eligible children with disabilities. 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 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. 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 California Standards Test and the CAT-6.

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

A comprehensive year-long Aspire Special Education Professional Development plan shall be developed with site team input to provide continuous learning opportunities and support to special education staff, as well as to build the capacity of the site team in meeting compliance with state and federal statutes, reporting requirements and use of instructional data for decision-making. In addition to Induction Program for Education Specialist Credential, professional development will be provided about promising practices that support the specialized learning needs of special education students in the

least restrictive environment, including: universal design for learning, models of collaboration and the unique specialized learning needs of the secondary learner. Each staff member's Professional Learning Plan (PLP) will reflect our Aspire shared responsibility for student progress and site special education needs, as well as differentiated opportunities to address each staff member's individual professional development needs. Professional development opportunities will include those offered in collaboration with other Aspire schools, the Charter SELPA, or Diagnostic Center.

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~~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 the California Association of Resource Specialists (CARS Plus), a not for profit association that supports Special Education teachers.

~~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 IDEA 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.~~

~~→ See Appendix Hm for description of the Student Study Team (SST) Process.~~

~~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.~~

ELEMENT B: MEASURABLE PUPIL OUTCOMES III. MEASURABLE PUPIL OUTCOMES AND METHODS TO MEASURE PUPIL PROGRESS TOWARD MEETING 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

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

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

Governing Law: 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.

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

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

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

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. Aspire's educational program is designed to help all of its students to develop the following measurable pupil outcomes:

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

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Student Outcomes

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:

- Basic Skills: Master at least grade level competency in the four core subjects: mathematics, science, social studies, and language arts (including reading, writing, listening and speaking);
- Thinking Skills: Be able to apply classroom learning to their real world experiences in a relevant and valuable way, using higher-order thinking skills (including critical thinking, creativity, decision-making, problem solving, reasoning, knowing how to learn); and
- Life Skills: Develop personal qualities of individual responsibility, intellectual curiosity, sociability, self-management, confidence, and integrity.⁹
- **BASIC SKILLS:** master at least grade level competency in the four core subjects: mathematics, science, history-social science, and English language arts.
- **THINKING SKILLS:** apply classroom learning to real world experiences or problems in a relevant and valuable way in the four core subjects (ELA, math, science, social science) as well in interdisciplinary contexts, using higher order thinking skills (such as critical thinking, creativity, decision-making, problem solving, reasoning, and knowing how to learn).
- **LIFE SKILLS:** develop and demonstrate personal qualities of Cooperation, Assertiveness, Responsibility, Empathy, and Self-Control

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Aspire sets high standards for all students, based on CCSS, Newmann's Standards for Authentic Instruction and Assessment, and the Secretary's Commission on Achieving Necessary Skills (SCANS). In addition, each student has a Personal Learning Plan (PLP), developed in collaboration with his/her teacher and parent(s) that outlines the student's specific learning goals each semester. Students will participate in the legally required statewide assessments pursuant to Education Code Section 47605(c). Through these assessments, Aspire shall demonstrate student mastery of state standards.

Please see specific measurable pupil outcomes below in Element C. Student exit outcomes related to basic skills and thinking skills in the four core subjects are further subdivided into strands and specific standards at different grade and skill levels, based on California state content standards.

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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.

⁹ 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.

Element C: Methods by Which Pupil Progress Toward Meeting Outcomes is Measured
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. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

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

Aspire’s academic program is standards-based and data driven. The 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 School commits to pursuing the following pupil outcomes:

OUTCOMES AND METHODS OF MEASUREMENT ALIGNED TO STATE PRIORITIES

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

our facilities department.

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

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

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

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

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

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

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to the Early Assessment Program (E.C. §99300 *et seq.*) or any subsequent assessment of college preparedness

<u>ANNUAL GOALS TO ACHIEVE</u> <u>PRIORITY #4</u>	<u>ACTIONS TO ACHIEVE</u> <u>ANNUAL GOALS</u>	<u>MEASURABLE OUTCOMES</u> <u>AND METHODS OF</u> <u>MEASUREMENT</u>
The School will provide students with an exceptional education.	The School will track pupil achievement, as measured above, as applicable, on an annual basis. The data will be used to adapt targets and improve instruction.	All measures listed above.

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

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

<u>ANNUAL GOALS TO ACHIEVE</u> <u>PRIORITY #5</u>	<u>ACTIONS TO ACHIEVE</u> <u>ANNUAL GOALS</u>	<u>MEASURABLE OUTCOMES</u> <u>AND METHODS OF</u> <u>MEASUREMENT</u>
The School will cultivate an environment that promotes pupil engagement.	The School will track pupil engagement, as measured above, on an annual basis. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.

State Priority #6. School climate, as measured by all of the following, as applicable:

- A. Pupil suspension rates
- B. Pupil expulsion rates
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<u>ANNUAL GOALS TO ACHIEVE</u> <u>PRIORITY #6</u>	<u>ACTIONS TO ACHIEVE</u> <u>ANNUAL GOALS</u>	<u>MEASURABLE OUTCOMES</u> <u>AND METHODS OF</u> <u>MEASUREMENT</u>
The School will provide a positive school climate.	The School will track the progress of school climate, as measured above. The data and information gathered from our annual student survey will also inform school leaders.	All measures listed above.

State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course

of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

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

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

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

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

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

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

~~Each grade level has specific assessments, projects and targets to measure student achievement and progress towards desired outcomes.~~

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~~The School shall meet all statewide standards and conduct the student assessments required pursuant to Education Code Section 60605, 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 and the CELDT.~~

The tools listed in the Exhibit below provide valuable assessment data that informs instruction, the school's program and the needs for professional development.

EXHIBIT: TOOLS FOR MEASURING STUDENT OUTCOMES

Subject	Measurable Outcomes	Assessment Tools	Frequency	Proficiency Goal	Annual Goal -% of students (average of all grades)
Language Arts (basic skills and thinking skills)	Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend, interpret and evaluate ideas. Students will write extensively in both expository and creative form.	Developmental Reading Assessment (K-5)	2x a year	K – Level 3 1st – Level 18 2nd – Level 28 3rd – Level 38 4th – Level 48 5th – Level 58	09-10 60% 10-11 65% 11-12 70% 12-13 75% 13-14 80%
		Aspire's standards-based reading assessment (2-5)	3x a year	80% correct	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		Aspire's standards-based multiple choice writing assessment (2-5)	3x a year	90% correct	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		Aspire's standards-based writing assessment (2-5)	2x a year	3 out of a 4 point rubric	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		California Standards Test (2-5)	Once a year	Proficiency	09-10 30% 10-11 40% 11-12 50% 12-13 55% 13-14 60%
		Standards based report card (K-5)	3x a year	3 out of 4	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
		Science (basic skills and thinking skills)	Students will be expected to: demonstrate understanding of scientific concepts and ideas through real-world applications; utilize scientific research and inquiry methods to conduct investigations and problem-solve; and apply conceptual knowledge and processes from the major branches of science	Project-based assessments (K-5)	One per unit
Standards based report card (K-5)	3x a year			3 out of 4 on all standard	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%

	(biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.				
Math (basic skills and thinking skills)	Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.	Aspire's standards-based math assessment (K-5)	3x a year	90% correct	09-10 50% 10-11 60% 11-12 65% 12-13 70% 13-14 75%
		Math Assessment Collaborative problem solving assessment (2-5)	Once a year	90% correct	09-10 60% 10-11 70% 11-12 75% 12-13 80% 13-14 85%
		Standards-based report card (K-5)	3x a year	3 out of 4 on all standards	09-10 65% 10-11 70% 11-12 75% 12-13 80% 13-14 80%
		California Standards Test (2-5)	Once a year	Proficiency	09-10 30% 10-11 40% 11-12 50% 12-13 55% 13-14 60%
		End of Unit Assessments (see social science units)	One per unit	Mastery based on unit specific rubric	09-10 75% 10-11 80% 11-12 85% 12-13 90% 13-14 90%
Social Science (basic skills and thinking skills)	Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.	California Standards Test (5)	Once a year	Proficiency	09-10 20% 10-11 30% 11-12 40% 12-13 50% 12-14 60%
		Standards-based report card (K-5)	3x a year	3 out of 4 on all standards	09-10 65% 10-11 70% 11-12 75% 12-13 80% 12-14 80%
Life Skills	Students will demonstrate skills of cooperation, assertiveness, responsibility, empathy, and self-control	Attendance rate	3x a year		95% ADA
		Office referrals	3x a year		Reduce by 50%

THE SCHOOL'S MEASURABLE PUPIL OUTCOMES

These goals should be met or exceeded in 5 years. The year to year growth may vary. By the end of the 2016-17 school year, if the School is not within 5 points of meeting outcomes on:

- 1) Reading Proficiency
- 2) Writing Proficiency
- 3) Math Basic Skills

Aspire will take action up to and including:

- Reconstitution of the teaching staff- any teacher not deemed effective or higher by our evaluation system must reapply for their positions

- Leadership change- all leadership not deemed effective or higher by our evaluation system must reapply their positions including lead teachers
- School closure

<u>Masurable Goal</u> <u>Outcomes</u>	<u>Instrument</u>	<u>Annual Target</u>
<u>Trimester Basis:</u> <u>95% Student Attendance</u>	<u>P1, P2, Annual</u>	<u>95% attendance rate</u>
<u>Annual Basis:</u> <u>Increase Proficiency Levels on SBAC CCSS Assessment MATH</u>	<u>Percent P/A</u>	<u>*Baseline Year 1</u> <u>Years 2 – 5 percentage point growth</u> <u>TBD</u>
<u>Annual Basis:</u> <u>Increase Proficiency Levels on SBAC CCSS Assessment ELA</u>	<u>Percent P/A</u>	<u>*Baseline Year 1</u> <u>Years 2 – 5 percentage point growth</u> <u>TBD</u>
<u>Annual Basis:</u> <u>Increase Number of Students Reading on Grade Level</u>	<u>DRA EOY Cuts:</u> <u>K – 4</u> <u>1 – 16</u> <u>2 – 28</u> <u>3 – 38</u> <u>4 – 40</u> <u>5 – 50</u>	<u>14-15 increase by 10 points</u> <u>15-16 increase by 10 points</u> <u>16-17 increase by 10 points</u> <u>17-18 increase by 5 points</u> <u>18-19 increase by 5 points</u>
<u>Annual Basis:</u> <u>Increase numbers of students scoring a 3 or 4 on the Aspire Writing Snapshot</u>	<u>Percent at 3 or 4</u>	<u>14-15 increase by 10 points</u> <u>15-16 increase by 10 points</u> <u>16-17 increase by 10 points</u> <u>17-18 increase by 5 points</u> <u>18-19 increase by 5 points</u>
<u>Annual Basis:</u> <u>Increase numbers of 5th Graders passing Aspire Math Basic Skills Test with 90% or higher</u>	<u>Percent at 90%</u>	<u>14-15 increase by 10 points</u> <u>15-16 increase by 10 points</u> <u>16-17 increase by 10 points</u> <u>17-18 increase by 5 points</u> <u>18-19 increase by 5 points</u>
<u>Annual Basis:</u> <u>90% of families are satisfied: My child is getting a good education at this school</u>	<u>Annual Survey</u>	<u>Maintain 90% or higher</u>
<u>Annual Basis:</u> <u>All students with an IEP receive 100% of their required service minutes</u>	<u>Annual Meeting Data</u>	<u>Grow or maintain the percentage of students with an IEP who receive 100% of their required service minutes until target is reached</u>
<u>Annual Basis:</u> <u>Increase percentage of students becoming reclassified English Language</u>	<u>Annual RFEP Data</u>	<u>14-15 increase by 5 points</u> <u>15-16 increase by 5 points</u> <u>16-17 increase by 5 points</u> <u>17-18 increase by 5 points</u>

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Proficient as measured by CELDT		18-19 increase by 5 points
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* These will be clarified once students have taken the assessment for the first time

COLLECTING, ANALYZING, AND REPORTING DATA

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Aspire will collect and analyze data on student achievement on a regular basis and will provide student achievement data to staff, parents and guardians, and the District:

- Staff will receive data on student achievement during staff meetings using the Data Portal and will use this data to help monitor and improve Aspire's education program;
- The Principal and other administrators will receive data on the school's student achievement, attendance, and discipline using Aspire's Admin Data Portal and Principal Operational Dashboard;
- Parents and guardians will receive data on student achievement when they meet with their child's teacher to develop, modify, or review their child's PLP; and
- The District will receive data on student achievement through School reports and/or presentations.

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

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

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Reading Assessment

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In grades K-5, the Developmental Reading Assessment (DRA) is used to benchmark students reading achievement at least three times a year. This assessment tool measures students' independent reading level and instructional path to help teachers guide students to the next reading level. 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 from 1 to 70 to show incremental reading growth. Aspire has set benchmarks for every grade level. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

Aspire Writing Assessment

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

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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 standardized assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to the California Standards Test and the CAT 6 in accordance with their IEP or Section 504 plan.

School-wide Outcomes and Methods of Measurement

In addition, to measures of individual student progress towards outcomes, the School has school-wide goals for its Academic Performance Index (API), set by Aspire and designed to move each school to an 8 Similar Schools Ranking. These Aspire defined API goals are typically higher than the state's goal for the school. Additionally, the School expects to meet or exceed federal Adequate Yearly Progress goals. In the long-run, the school aims to have every student score Proficient or Advanced Proficient on the California State Test in every subject.

Aspire Math Assessment

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

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.

Annually, the status of the school will be reported using a School Health Dashboard. This tool allows Aspire's Senior Leadership Team to evaluate a school on more than one facet. At the beginning of the year, the dashboard will help the Senior Leadership Team identify schools that require more focused attention and support. On an on-going basis, this dashboard will also be used to monitor progress of schools on a monthly basis. Specifically, the dashboard reports on:

- o Student achievement: Academic Performance Index, course grades, behavior, and internal benchmark scores;

- o Affiliation: results on the staff, parent, and student surveys, teacher retention; and
- o Financial: actual versus budget and forecast; average daily attendance.

Reporting and Accountability

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

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

External Reporting

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

Use and Reporting of Data

Data is collected, analyzed, reported and used regularly, at every grade level and in every subject area.

Students are informed about their assessment results by the teacher and via regular progress reports and report cards. Individually and by class, they are engaged in the process of looking at their own performance data, setting goals, examining outcomes, and developing action plans in response to the data.

Parents are informed about both their individual student's and the School's achievement progress. Students and parents will discuss individual student achievement, progress towards graduation, and performance on state assessments under the direction of the classroom teacher during Student Led Conferences conducted twice a year. At this time, they also develop, modify, or review their child's Personalized Learning Plan. At this time they find out about the progress of their student in all areas — academic, socially and emotionally. They also can ask questions about any of the assessments and their student's scores. They also receive quarterly standards-based report cards.

→ See Appendix IIIa for sample standards-based report card.

Parents of English Learners will also receive mandated communications on reclassification per Title III through annual CELDT testing results. Parents of students with IEPs will receive reports according to the plan specified in each IEP. The School will comply with state and federal law regarding reporting requirements, including parents' rights to be updated on their child's IEP at least as frequently as the parents of non-disabled students receive updates on their children's academic progress. All disabled students are entitled to the reports and assessment data described in this section which are provided to all students.

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Educators examine student performance data formally through a process called the Cycle of Inquiry (COI), which entails examining pre- and post-test data with colleagues in a structured way, with the objective of refining classroom practice in response to data and in pursuit of student mastery of standards. Educators usually engage in the COI in grade-level teams, using interim assessments are given every two to three weeks based on the standards in the School's pacing chart. Data are examined in a public way, and instructional strategies for re-teaching are identified and implemented. Student outcome data also informs professional development plans for individual teachers, who may receive personalized coaching or outside training as appropriate. Staff members also receive and analyze school-wide data on student achievement during staff meetings, and use this data to help monitor and improve the School's education program overall.

The Principal, collaborating with teachers, instructional coaches, the Advisory School Council, and the Regional Vice President (principal's supervisor), uses the STAR assessment results to create annual and targeted plans for increased achievement. The entire School takes ownership for implementing the plan, measuring progress and ultimately improving student learning. Action plans in response to data often include school-wide professional development. In addition, results from benchmark tests for ELA and Math are analyzed by the staff and used to adjust pacing guides, direct re-teaching, and intervention services for students.

Aspire's Home Office provides extensive data analysis around the California Standards Tests, the CELDT, and the CAT6. This analysis informs the School with suggested students to target, strand weaknesses and strengths, classroom growth, progress on the goals of No Child Left Behind and school-wide challenges. The student data is also used to inform professional development for the organization. Every year, Aspire's Director of Evaluation and Assessment does an analysis of the weakest strands on the California Standards Test for each teacher, grade level, school and the whole organization. Regional professional development is directly based on the region's results.

The District may receive formative and summative data on student achievement through School reports and/or presentations to the District's Board of Education, in accordance with the District's standard process for reviewing and evaluating charter school performance. At the District's request, the District Superintendent and two (2) designees may be authorized users of Aspire's student information system.

Additionally, the School will publish student results annually through the School Accountability Report Card (SARC), in compliance with the California Constitution, California Education Code, and NCLB criteria. The report includes pertinent facts and data about the School and will be made available to the public as required by law.

District Visitation/Inspection

The School will comply with a District requested visitation process to enable the District to gather information needed to validate the School's performance and compliance with the terms of this charter. The School agrees to and submits to the right of the District to

~~make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.~~

Response to Inquiries

~~Pursuant to Education Code Section 47604.3 the School 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, County Board of Education, and the State Superintendent of Public Instruction.~~

**ELEMENT D: GOVERNANCE STRUCTURE OF SCHOOL IV:
GOVERNANCE STRUCTURE**

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

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- California Education Code Section 7605(b)(5)(D)

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

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

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

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Not for-profit Public Benefit Corporation

The School will be a directly funded independent charter school and will be operated by Aspire Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

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

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 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).

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.

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

→ See the Appendices IVa and IVb for Aspire's Articles of Incorporation and Bylaws.

ASPIRE PUBLIC SCHOOLS BOARD OF DIRECTORS

Board of Directors

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

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

Aspire and the School are governed by the Aspire Board of Directors ("Board or Board of Directors"), in accordance with applicable law and its adopted bylaws, as may be subsequently amended pursuant to the amendment process specified in the bylaws which shall be consistent with the terms of this charter.

All Board meetings shall comply with the Brown Act.

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, gender identity, gender expression, sexual orientation or disability or any other characteristic described in Education Code Section 220. Aspire complies with all applicable federal, state and local laws applicable to its operation. It will retain its own legal counsel when necessary. It will purchase and maintain as necessary general liability, property, workers' compensation and unemployment insurance policies.

The Aspire Board of Directors currently consists of a maximum of 11 regular members plus one seat for every sponsoring authority. At its option, the District may therefore designate a board designee to sit on the Aspire Board of Directors. The Board of Directors is responsible for establishing broad policies that affect all Aspire schools. For example, the Board of Directors and its Executive Committee may set policies related to staff hiring, benefits and compensation, conditions for student suspension or expulsion, controversial issues that affect more than one school site and teacher, and principal and staff compensation criteria. Members of the Board may also participate in raising funds and increasing public awareness of Aspire's work.

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

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

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

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

The Board abides by an adopted conflicts code which shall comply with the Political Reform Act. The Board complies with the Political Reform Act and Corporations Code Conflicts of Interest rules, and any charter school specific conflicts of interest regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

→ See the Appendix IVe for Aspire's Conflict of Interest policy.

Board of Directors Membership

The Aspire Board of Directors consists of a maximum of 11 regular members plus one seat for every sponsoring district. As provided by Education Code Section 47604(b), the District Board of Education shall be entitled to one representative on the Aspire Board of Directors. The Board of Directors meets quarterly. In addition, Aspire's Board of Directors elects a smaller group of directors to serve as the Board's Executive Committee, which meets monthly.

→ See the Appendix IVd for a list of current members of Aspire's Board of Directors

Board Duties

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect all Aspire schools. Those duties include:

- Defining or refining the organization's mission, values and vision;
vision;
- Setting strategic direction;
- Adopting policies to ensure that Aspire is run effectively, legally, and ethically;
ethically;
- Hiring, firing, overseeing, evaluating, and supporting the CEO;
operational budget and finances for long-term viability; and
-and
- Monitoring the operational budget and finances for long-term viability; and
- Seeing that adequate funds are secured for the operating and capital needs of Aspire.

The Board also approves policies and other documents as required by state or federal law, especially pertaining to categorical funds, staff compensation criteria. Members of the Board may also participate in raising funds for Aspire and increasing public awareness of Aspire's work.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any delegated, any conditions on the delegated authority or its exercise and the exercise and the beginning and ending dates of the delegation; and
delegation; and
- Require an affirmative vote of a majority of Board members.

Advisory School Council

Aspire encourages all groups to participate in and share responsibility for the educational process and educational results. It has always been the intent of the School to have an Advisory School Council ("ASC"), consisting of teacher, parent, community, and school representatives, and efforts are underway to revitalize this area. The School's ASC will participate in developing school policies and will assist in engaging the community. The ASC may make recommendations about issues related to the school and participate in reviewing parental and community concerns. In addition to the

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School's Principal, the ASC will consist of representative(s) from each of the following groups: teachers, parents, students, community. The principal is responsible for communicating all ASC policy recommendations to the Aspire Board of Directors.

FAMILY AND COMMUNITY INVOLVEMENT

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

ADDITIONAL OPPORTUNITIES FOR FAMILY INVOLVEMENT

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

the agenda for Aspire Board of Directors meetings at least 72 hours prior to the meeting.

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Additional Opportunities for Parent Involvement

The School recognizes that children learn best when parents are engaged in their education. To help parents and guardians become great coaches for their children, and to invite parent participation in all aspects of school life, all Aspire schools feature:

- Special Saturday classes: Scheduled at the beginning of the year, these three mandatory half day sessions allow parents to attend school with their children: their children: two parent representatives on the Advisory School Council and parent participation on the school's Teacher Hiring Committee.
- Participation in school decision making: Aspire includes two parent representatives on the Advisory School Council and parent participation on the school's Teacher Hiring Committee.
- Opportunities to evaluate the School and its staff: Each spring, parents are asked to complete a survey evaluating the School, the principal, and their child's teachers. The survey results are reviewed by the School staff as well as Aspire's Home Office and are a factor in personnel decisions such as merit raises.
- Regular communication about student learning and behavior: parents, students and teachers meet at least twice a year during Student Led Conferences to plan and conferences to plan and assess the students' learning progress and determine goals. In addition, the School staff will call parents regularly, both to both to provide positive reinforcement for academic growth and to inform parents and to inform parents when students make choices that do not match the School's the School's behavior and academic expectations.

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Naturally, parents will also be encouraged to volunteer, and the School will also provide a variety of opportunities to match with different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, serving on parent committees, fundraising, and communicating with other parents.

ADDRESSING FAMILY CONCERNS AND COMPLAINTS

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

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

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

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

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

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

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

Addressing Parent Concerns and Complaints

The School is committed to working with parents to address any parental concerns and complaints. Parents are encouraged to share their ideas and concerns with the School Principal at any time. If the Principal is unable to resolve a parent's concern, parents are able to contact the principal's supervisor, Aspire's Regional Vice President. Alternatively, Aspire has established a formal complaint process that can be used at any Aspire School to address any community concerns that are not resolved through informal conversations.

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

The complaint procedures will include the clear information with respect to the response timeline of the school, whether the school's response will be in writing, the

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

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

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

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

→ See Appendix IVe for Aspire's Community Complaint Form.

ELEMENT E: EMPLOYEE QUALIFICATIONS V. HUMAN RESOURCES

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Aspire and the School are committed to attracting, selecting, developing, inspiring, and rewarding the best educators and education professionals to serve our students.

Qualifications of School Employees Overall

Governing Law: The qualifications to be met by individuals to be employed by the school.

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- 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. Aspire recognizes that employment is voluntary, and the Aspire Board of Directors shall not require any employee to be employed at an Aspire school. The School will conduct background checks on employee candidates to provide for the health and safety of the School's faculty, staff, and pupils and the academic success of the pupils. Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at each school will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in Section 47605(l) of Charter Schools Act and the Elementary and Secondary Education Act. As provided in the Charter Schools Act, the School may choose not to require credentials for teachers in noncore, noncollege-prep courses (e.g. music, physical education, various electives, etc.). The educational and skill level qualifications and job descriptions of teachers to be employed in the School shall meet the educational goals as outlined in this charter.

The School will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. All prospective employees are required to successfully complete a DOJ fingerprinting background check, TB test, and reference checks, to ensure the health and safety of the School's faculty, staff, and pupils. In addition, prospective employees are carefully screened to ensure they have the qualifications for employment as outlined in their job descriptions.

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Specifically, 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. A biography of the School's Principal is attached in Appendix XIV. The Principal will have the following qualifications:

Required knowledge, skills, and abilities:

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

Required educational level:

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

Required experience:

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

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Principal Qualifications

The School's Principal is the instructional leader at the School, with responsibility for ensuring the School and its students achieve the outcomes outlined in this charter petition. The Principal will have the following qualifications:

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum, instruction, and assessment
- A record of success developing teachers
- Excellent communication, presentation and interpersonal skills
- Excellent organization, time management and follow-up skills; demonstrated ability to successfully handle multiple activities concurrently
community building skills
- Strong community building skills
- Entrepreneurial passion
- Demonstrated profit/loss responsibility

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RECOMMENDED EDUCATIONAL LEVEL:

Masters in education is highly desirable

REQUIRED EXPERIENCE:

5 plus years teaching and/or administrative experience

→ See Appendix Va for biography of the Principal

OFFICE MANAGER QUALIFICATIONS

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

Required knowledge, skills, and abilities:

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

Required educational level:

- A.A. degree or equivalent work experience

Required experience:

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

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 interpersonal and communication skills technology, including Microsoft Office applications in office management
- Strong interpersonal and communication skills
- Fluency with office technology, including Microsoft Office applications
- Expedience in office management
- 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 position
- Experience in school front office preferable

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

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

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

Additionally, teachers shall meet all applicable highly qualified requirements under the Elementary and Secondary Education Act.

Teacher Qualifications

Educators at the School will meet all requirements for employment set forth in applicable provisions of law, including Education Code Section 47605(l) and the applicable highly qualified requirements of NCLB. As provided in Education Code Section 47605(l), the School maintains flexibility with regard to credentials for teachers in non-core, non-college preparatory courses (e.g. music, physical education, certain electives, etc.). The qualifications of teachers to be employed in the School will be designed to ensure students meet the educational goals outlined in this charter petition.

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REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- ◆ Knowledge of child cognitive development and different learning styles
- ◆ Deep knowledge of subject matter, including California State Standards and subject-specific frameworks
- ◆ Knowledge of assessments
- ◆ Ability and willingness to implement Aspire Instructional Guidelines
- ◆ Ability to analyze and use qualitative and quantitative student academic performance data to guide classroom practice
- ◆ Ability and willingness to reflect and improve
- ◆ Demonstrated interest in and ability to collaborate with colleagues, parents and community

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MINIMUM EDUCATIONAL LEVEL:

- ◆ Bachelor degree

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CERTIFICATION

- ◆ Teachers of core, college preparatory courses at the School will be required to hold a California Commission on Teacher Credentialing certificate, permit, or other

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document equivalent to that which a teacher in other public schools would be required to hold.

EXPERIENCE RECOMMENDED:

- 11 year working with students as a teacher, teacher intern, or teaching assistant preferred

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TEACHER HIRING

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

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

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

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Teacher Hiring

The School will use a rigorous multiple stage approach to selection that includes: a resume screen; interview(s); writing sample; demonstration lesson with students; and reference checks. Criteria for selection are based on those used by the National Board for Professional Teaching Standards:

- Committed to students and learning
- Knowledgeable about their subject matter
- Skilled in management of learning
- Reflective in their practice

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•Community-oriented

The School's principal is responsible for making hiring decisions, and receives input from a site Teacher Hiring Committee at all stages in the selection process. The Hiring Committee may include:

- OFFICE MANAGER:** Helps organize the process and paper trail, including: scheduling candidates for interviews and demonstration lessons; collecting score sheets; lessons; collecting score sheets; coordinating with current staff or participating current staff or participating students for demonstration lessons; and sending lessons; and sending decline candidates' paperwork to Aspire.
- TEACHERS:** Conduct interview(s) and observe demonstration lesson observation. Lead Teachers may participate in all candidate interviews; other teachers may provide input only on candidates in their grade level.
- PARENTS:** Conduct interview(s) and observe demonstration lessons.

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PROFESSIONAL DEVELOPMENT

Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1 week of training and four follow-up trainings to become fluent in the Aspire education program; Aspire culture, literacy instruction, math instruction, rigorous interdisciplinary instruction, parent engagement and time with other team members examining student data. 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, and conduct experience-based group sessions (e.g. New Teacher Support Program). Teachers are observed a minimum of four times a year by their School Principal or a designee according to the Aspire Instructional Rubric which is based on the Danielson framework.¹⁰ A copy of Aspire's Evaluation Tool is attached in Appendix XV.

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Professional Development

Aspire is committed to the professional development of all of its team members. Once teachers are hired, Aspire invests in their continued professional development. Teachers new to Aspire participate in 1-2 weeks of summer training to become fluent in the Aspire education program. In addition, Aspire conducts two regional training sessions in areas identified as system-wide weaknesses based on the prior year's STAR results. The School Principal, in his/her capacity as instructional leader, provides on-

¹⁰ The *Framework for Teaching*, created by Charlotte Danielson, is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The *Framework for Teaching* is a validated instrument; that is, studies have shown that teachers who receive higher ratings on their evaluation produce greater gains in student test scores.

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, and conduct school-based professional development sessions. Instructional coaches also guide experienced educators in their application for certification from the National Board for Professional Teaching Standards.

In accordance with Education Code Section 44259.1, which requires that teachers in the state of California earn their Professional Clear Credential through on-the-job mentoring and training, Aspire established its own California Commission on Teacher Credentialing ("CCTC")-approved Induction Program to help beginning teachers with a Preliminary Credential to earn their Clear Credential. The School's teachers will be eligible to participate in this two-year program, which provides weekly or bi-monthly one-on-one instructional coaching. By the completion of the program, educators will have completed a portfolio showing evidence of their professional learning in each of the six Induction standards in the California Standards for the Teaching Profession ("CSTP") framework.

Other site team members are provided periodic formal and topical training sessions as well as real-time day-to-day coaching by functional experts in a variety of areas. In addition, all team members are encouraged to pursue external professional development opportunities in the form of workshops or additional certification. Aspire may cover the cost of this professional development, or may provide financial assistance as part of the benefits package. Varied, accelerated career tracks create further opportunities for professional growth.

As a rapidly growing organization, Aspire can provide a fast career path for individuals with aspirations for professional advancement. Expanded leadership responsibilities for educators can be either in or outside the classroom, including lead teacher, model teacher, coach/trainer, curriculum specialist, dean of students, and other roles.

Staff Evaluation

Aspire is committed to both increasing the academic performance of California's diverse students and developing effective educators. As a result, Aspire's practices related to performance management are a combination and balance of accountability and support. Performance expectations and reviews should be discussed periodically during the year. Performance reviews may be formal or informal, and verbal or written. Examples of such ongoing review can include walkthroughs at school sites, peer review, lesson observations and/or 360-degree feedback. Educators generally receive formal written performance evaluations once every year. The formal evaluation is based on planned and unexpected classroom observations, student growth data, self-evaluation, parent feedback via a survey, and student feedback via a survey. Office manager evaluation is based on principal observation, self-evaluation and input from Aspire Home Office staff. Principal evaluation is based on school academic growth, self-evaluation, and survey results from parents, students and staff.

→ See Appendix Vb-Vd for Principal Evaluation Rubric, Educator Evaluation Rubric and Office Manager Evaluation Rubric

Compensation

Aspire provides educators and other staff with a base salary that is competitive with local school districts, based on experience and expertise. Pay increases are not based on a step and column schedule, but instead based on multiple measures of performance, including student growth, parent/student satisfaction, and principal evaluation.

Retirement Benefits

Governing Law: 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 the School who qualify for membership in STRS (including teachers and other qualified certificated employees) or PERS (including the Office Manager and other qualified non-certificated staff) shall be covered under the appropriate system. Employees will contribute at the rate established by STRS or PERS. Aspire's Home Office will work with the District or County Office of Education pursuant to Education Code Section 47611.3 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.

In addition, all Aspire employees are also eligible to contribute to an optional 403(b) plan.

Employee Representation

Governing Law: 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 1 of the Government Code.

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

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

District Employee Return Rights

Governing Law: 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)

Employees of the District who choose to leave the employment of the District to work at the School will have no automatic rights of return to the District after employment by the School, unless specifically granted by the District through a leave of absence or other agreement in accordance with applicable District Board Policy and/or collective bargaining agreements.

All employees of the School will be considered the exclusive employees of the School and not the District unless otherwise mutually agreed in writing. Sick leave or years of service credit at the District or any other school district may be transferred to the School for the purposes of STRS or PERS.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element F: Health and Safety Procedures ~~Health and Safety Procedures~~

Governing Law: 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 237.

— California Education Code Section 7605(b)(5)(F)

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In order to provide safety for all students and staff members, Aspire has adopted and implemented full health and safety procedures and risk management policies at each school site in consultation with its insurance carriers and risk management experts. 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. Aspire's Health and Safety Plan is attached in Appendix XVI.

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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. Aspire's Human Resources department, along with the Chief Academic Officer, shall monitor compliance with this policy. The Principal and Aspire Human Resources department shall monitor compliance with this policy. Volunteers 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.

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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.

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TUBERCULOSIS TESTING

TB TESTING

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

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IMMUNIZATIONS

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

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MEDICATION IN SCHOOL

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

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

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VISION, HEARING, SCOLIOSIS

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

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EMERGENCY PREPAREDNESS

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

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~~THE SCHOOL SHALL ADHERE TO AN EMERGENCY PREPAREDNESS HANDBOOK 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: FIRE, FLOOD, EARTHQUAKE, TERRORIST THREATS, AND HOSTAGE SITUATIONS. IF ASSUMING A FACILITY THAT WAS PREVIOUSLY USED AS A SCHOOL SITE, ANY EXISTING EMERGENCY PREPAREDNESS PLAN FOR THE SCHOOL SITE SHALL BE USED AS A STARTING BASIS FOR UPDATING THE HANDBOOK FOR THE SCHOOL.~~

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BLOOD-BORNE PATHOGENS

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

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DRUG-FREE / ALCOHOL-FREE / SMOKE-FREE ENVIRONMENT

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

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ASBESTOS

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

FACILITY SAFETY

The School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the 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 once a month pursuant to Education Code Section 32001.

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

COMPREHENSIVE ANTI-HARASSMENT POLICES AND PROCEDURES

~~The School Aspire is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School Aspire has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the School's Anti-harassment policy.~~

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→ See Appendix Vc for Comprehensive School Safety Plan

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Element G: Means to Achieve Racial/Ethnic Balance:

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

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

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

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

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

Dispute Resolution Procedures

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*Governing Law: 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)*

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School, c/o School Director:

_____ Millsmont Academy
_____ 3200 62nd Avenue, Oakland CA 94605

To Coordinator, Office of Charter Schools: _____

_____ Office of Charter Schools
_____ Oakland Unified School District
_____ 1025 Second Avenue, Room 206
_____ Oakland, California 94606

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

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

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

ELEMENT H: ADMISSION REQUIREMENTS VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

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Student Admissions Policies and Procedure

Governing Law: Admission requirements, if applicable.

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

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

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

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

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

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The School is open to all students. Admission to the School shall not be determined according to the student's place of residence or that of his or her parent or guardian, within the state of California, except as provided below. 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.

The Aspire application process is comprised of the following:

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

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year. Enrollment preferences in the case of a public random drawing shall be as follows:

- All Students currently enrolled in the School
- Children of Aspire Regular, Full-time employees
- Siblings of students already admitted to the School
- Children residing within the District
- All other students who reside in the state of California

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

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

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

PLANNED APPLICATION, PUBLIC RANDOM DRAWING, AND ADMISSION SCHEDULE

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

<u>December – January</u>	<u>Recruit students (via referrals, networking, and holding enrollment and option fairs). Collect Student Interest Forms.</u>
<u>January - March</u>	<u>Send re-enrollment forms to existing students to identify open seats. Public random drawing conducted (if necessary).</u>
<u>March - May</u>	<u>Waitlist letters distributed to applicants</u>

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

~~COMMITMENT TO A DISCRIMINATION-FREE AND HARASSMENT-FREE~~

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~~EDUCATION~~

~~Aspire and the School are committed to providing a safe, discrimination free and harassment free education to its students. 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). The School shall comply with all applicable legal minimum and maximum age requirements for admission.~~

~~→ See Appendix VIa for Aspire's Anti-Discrimination/Anti-Harassment Policy~~

~~The School shall admit all students who wish to attend subject only to capacity. If the number of student applicants exceeds the School's capacity, attendance, except for existing pupils shall be determined by a public random drawing.¹¹ Existing students who are re-enrolling are exempted from the drawing. After all spots have been filled through the drawing, a wait list will be created in the order in which names are drawn. As openings become available, opportunities to enroll will be given to those in order of the wait list.~~

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~~Preference in the public random drawing will be given as follows:~~

- ~~1. Children of employees¹²~~
- ~~2. Siblings of current students within the School¹³~~
- ~~3. Residents of the District~~
- ~~4. All other students in the State of California.~~

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~~The School's enrollment policy, priorities, and procedures are based on both Aspire's policies and any agreements made between Aspire and the district, and thus may be subject to change.~~

~~By October 1 of each year, The School will notify the District in writing of the application deadline and proposed lottery date. The School will ensure that all application materials~~

¹¹ During any period of Public Charter Schools Grant Program funding, the public random drawing will be held as one single weighted lottery in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

¹² During any period of Public Charter Schools Grant Program funding, this preference will be limited to "children of faculty" and will not exceed 10 percent of total enrollment in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

¹³ During any period of Public Charter Schools Grant Program funding, this preference will be considered an "exemption" to the public random drawing in accordance with the terms of the State Board of Education approved Request for Applications ("RFA").

will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Racial & Ethnic Balance

Governing Law: 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)*

The School will conduct a variety of outreach activities to attract an applicant pool that broadly reflects the racial and ethnic balance of the District and community in which the School is located. These strategies may include:

- Establishing an enrollment timeline and process that allow for a broad-based recruiting and application process. Typically, formal outreach activities for the following school year's enrollment begin in January, and the lottery is held in March.
- Creating and distributing enrollment brochures and forms in various languages
- Meetings with and presentations to local pre-schools and Head Start programs, neighborhood groups, community organizations, churches, and youth service organizations.
- Posting enrollment information on the Aspire website in English and Spanish
- Holding open houses and hosting scheduled tours for interested parents. During open enrollment season, the School will typically have 3-5 open houses, in addition to individual tours available by appointment.
- Advertising openings by posting flyers in neighborhoods, distributing flyers at local grocery stores, buying ad space on buses or in the newspaper, and sending information via direct mail

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The school office manager plays a key role in fielding calls about enrollment, coordinating open houses and presentations, and assisting individual families to fill out the Interest Form.

In addition, Aspire (which operates several schools in the Oakland area) may conduct general outreach activities to augment individual schools' efforts (e.g. creating a brochure that profiles all Aspire East Bay schools and distributing it more broadly).

Public School Attendance Alternatives

Governing Law: 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)

No student may be required to attend the Charter School. Students who reside in the District who opt not to attend the School may attend a school within the District according to District policy or at another school district or school within the District

through the District's intra- and inter-district policies. The parent or guardian of each student enrolled in the School shall be notified on admissions forms that the student(s) 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.

Suspension and Expulsion Procedures

Governing Law: The Governing Law: The procedures by which pupils can be suspended or expelled.

*—California Education Code Section
7605(b)(5)(J)*

The procedures for suspension and expulsion of the School's students are based on 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. 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.

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

→ See Appendix VIb for Aspire's Suspension and Expulsion Policy and Procedures.

ELEMENT I: FINANCIAL AUDIT VII. REPORTING AND ACCOUNTABILITY

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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)

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Budgets and Cash Flow

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.

- California Education Code Section 47605(g).

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

Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this charter, or if applicable, referred to the Education Audit Appeal Panel (EAAP) appeal process as required by Education Code Section 41344. The independent financial audit of the School is a public record to be provided to the public upon request.

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

To the extent that Aspire is a recipient of federal funds, including federal Title I, Part A funds, Aspire has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Aspire agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not the limited to, the following:

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

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

~~At full enrollment, the School will break even based on state and federal per-pupil funds, without the need for additional grant monies.~~

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SOURCES OF FUNDS

~~The vast majority of funds for the School's operations come from the State of California and local in-lieu property taxes, in the form of a per-student standard allocation ("Revenue Limit Per Average Daily Attendance," or "ADA"). The School will also receive additional monies ("categorical funds") for special populations and specific programs.~~

USES OF FUNDS

~~Annually, most of the School's funds will go toward personnel and facilities (including rent or debt service, utilities and maintenance). The School also anticipates spending about 5% of its budget on other direct program costs (e.g. classroom supplies). Private and federal grant funds for one-time start-up costs will be used for items such as furniture, computer equipment, textbooks, and teacher training.~~

~~→ Please see Appendix VIIa for the School's financial projections and cash flow as required by Education Code Section 47605(g). These documents are based upon the best data available to the Petitioners at the date of submission.~~

Element J: Pupil Suspension and Expulsion Procedures

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The procedures by which pupils can be suspended or expelled.

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

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

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

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Element K: Employee Retirement System

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

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

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

Element L: Pupil School Attendance Alternatives

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

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

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

Element M: Description of Employee Rights

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

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

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

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Element N: Dispute Resolution Procedures

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

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

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

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

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

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

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

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

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

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

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

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Element O: Exclusive Public School Employer Declaration

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

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

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

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Element P: Process for Charter School Closure

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

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

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

DOCUMENTATION OF CLOSURE ACTION

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

NOTIFICATION TO THE CALIFORNIA DEPARTMENT OF EDUCATION

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

- a. School name, charter number, and CDS code;
- b. Date of closure action;
- c. Effective date of the closure, if different; and
- d. Reason for the closure. (Note: If the charter is revoked pursuant to Education Code Section 47604.5 or revoked or not renewed pursuant to Education Code Section 47607, the notice should clearly state that the charter has been revoked or not renewed, as appropriate. If it is being closed for other reasons, the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked).

NOTIFICATION TO PARENTS AND STUDENTS

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

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

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

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

NOTIFICATION TO RECEIVING DISTRICTS

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

STUDENT AND SCHOOL RECORDS RETENTION AND TRANSFER

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

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

FINANCIAL CLOSE-OUT

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

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

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

DISSOLUTION OF ASSETS

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

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

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

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

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CHARTER-RELATED ISSUES

Term of Charter Petition

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

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

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

Interpreting the Charter

All terms of the charter that can be interpreted as within the intent of the California Education Code shall be interpreted in such a manner.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by Aspire and the District. Aspire and the District agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Renewing the Charter

The School must submit its renewal petition to the Office of Charter Schools no earlier than 270 days before the charter is due to expire unless otherwise agreed by the Office of Charter Schools.

Revoking the Charter

The District may revoke the charter of the School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

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DISTRICT IMPACT STATEMENT

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation.

- California Education Code Section 47605(g)

Agreement Terms

Aspire acknowledges that pursuant to Article XVI section 8.5(e) of the California Constitution, sections 2(e), 6, and 8 of Proposition 98, and sections 33126.1(b), 35256(c), and 35258 of the Education Code require schools, including Aspire, to provide certain information in certain formats in certain ways to the general public and specifically to parents of students at the School and of the District. Aspire further acknowledges that it has the obligation to provide all of such information to the District that is required by these referenced authorities in a timely manner so that the District may meet its obligations under those authorities as well. To the extent that there is information that the District has, but that Aspire does not have that Aspire needs in order to meet its obligations, the District shall provide the same to Aspire in a reasonably timely manner upon request.

The District may charge for the actual costs of supervisory oversight of the School not to exceed 1% of the School's revenue, or the District may charge for the actual costs of supervisory oversight of the School not to exceed 3% if the School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

Aspire agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- The School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the charter and requires that it, among other things, monitor the fiscal

condition of the School

- The District is authorized to revoke this charter for, among other reasons, the failure of the School to meet generally accepted accounting principles or if it engages in fiscal mismanagement in accordance with Education Code Section 47607.

Accordingly, the District hereby reserves the right, at District cost, pursuant to its oversight responsibility, to audit the School's books, records, data, processes and procedures through the Office of Charter Schools or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the charter,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of school financial information,
- The school's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school's enrollment process, suspension and expulsion procedures, and parent involvement practices,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day's notice to The School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour's notice.

In addition, if an allegation of waste, fraud or abuse related to Aspire's operations is received by the District, Aspire shall be expected to cooperate with any investigation undertaken by the Office of Charter Schools, at District cost. This obligation for the District to pay for an audit only applies if the audit requested is specifically requested by the District and is not otherwise required to be completed by the School by law or charter provisions.

Facilities

The School intends to continue operating at its current location at 3200 62nd Avenue, Oakland, California 94605.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of

Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another facility during the term of this charter, the School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Administrative Services

Aspire has an experienced administrative staff that handles a variety of “back office” services like payroll, accounting, and purchasing. Aspire will be responsible for all of its own personnel salary and benefit plans, provisions and costs. In the event that any administrative services are to be provided by the District, the specifics will be agreed to in a Memorandum of Understanding between Aspire and the District.

Potential Civil Liability Effects

The School shall be operated by Aspire Public Schools, a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the School if the authority has complied with all oversight responsibilities required by law. The School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including meetings, reporting, or other authorizer-requested protocol to ensure the District shall not be liable for the operation of the School.

The corporate bylaws of Aspire shall provide for indemnification of the Aspire’s Board, officers, agents, and employees, and Aspire will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks. Insurance coverage may be made by joint powers authority authorized to conduct business in the State of California and limits will set at commercially reasonable levels. A copy of Aspire’s Evidence of Insurance is attached in

Appendix XVIII. The District shall be named as an additional insured and Aspire will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Financial Statements

Attached, in Appendix XIX, please find the following documents for the School:

- Budget assumptions
- 3-year budget and cash flow
- 3-year budgeted Profit & Loss Statement

Aspire has been receiving funding pursuant to provisions of the California Education Code as it has opted to be direct-funded. Any funds due to the school that flow through the District shall be forwarded to Aspire in a timely fashion.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, the following schedule of reporting deadline to the District will apply each year of the term of this charter:

- 1. SEPTEMBER 1 – FINAL UNAUDITED FINANCIAL REPORT FOR PRIOR YEAR**
2. December 1 – Final Audited Financial Report for Prior Year
3. December 1 – First Interim Financial Report for Current Year
4. March 1 – Second Interim Financial Report for Current Year
5. June 15 – Preliminary Budget for Subsequent Year

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Financial Reporting

By July 1 of each calendar year, the School will provide a draft budget for the following school year to the District, including its estimate for enrollment and its Average Daily Attendance assumptions.

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The School will maintain sufficient staff and systems including technology, required to ensure timely reporting necessary to comply with the law and to meet all reasonable inquires from District and other authorized reporting agencies.

Insurance

Aspire shall acquire, maintain and finance general liability, workers compensation, and other necessary insurance for the School of the types and in the amounts required for an enterprise of similar purpose and circumstance.

The School shall provide evidence of the above insurance coverage to the District no later than sixty days prior to operation or an earlier agreed upon date by the District and the Charter School.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided.

—California Education Code Section 47605(g).

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.

Facilities

Governing Law: A description of the facilities to be utilized by the school.

—California Education Code Section 47605(g)

The School will operate as one site within the District. The School will be located at 5200 62nd Avenue, Oakland, CA 94605. The facility, located in East Oakland, was previously used as a parochial school and is leased from the Catholic Diocese of Oakland. The building includes classrooms, offices and a multi-use room. The lot includes parking and is shared with the local parish. Aspire has already renovated the facility, including lights, electrical, painting and landscaping.

The School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or that are compliant with the State Building Code. The facilities shall meet the requirements of the Americans with Disabilities Act and shall be approved by the local/state fire marshal for the intended use. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms at its facilities to ensure that they are maintained in an operable condition at all times.

If the School fails to submit a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, not less than 30 days before the school is scheduled to begin operation pursuant to the first year of this renewal term, it may not commence operations unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. If the School moves or expands to another

facility during the term of this charter, the School shall provide a certificate of occupancy or other valid documentation to the District verifying that the intended facility in which the school will operate complies with Education Code Section 47610, to the District for each facility at least 30 days before school is scheduled to begin operations in the facility or facilities. The School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process.

Independent Fiscal Audit

Governing Law: 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)(1)*

An annual independent fiscal audit of the books and records of the School will be conducted as required under the Charter Schools Act, section 47605(b)(5)(1) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

The Chief Operating Officer of Aspire will select an independent auditor and Chief Financial Officer will be responsible for overseeing the independent audit. The auditor will have, at a minimum, a CPA and educational institution audit experience and be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Financial Committee of the Aspire Board of Directors will review any audit exceptions or deficiencies and report to the Aspire Board of Directors with recommendations on how to resolve them. Aspire will submit a report to the District proposing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes between the District and the School regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced

in Section V of this Charter. However, Aspire recognizes that all audit exceptions and deficiencies must be resolved to the satisfaction of the District.

To the extent that the School is a recipient of federal funds, including federal Title I, Part A funds, the School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. The School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

The School also understands that as part of its oversight of the school, the Office of Charter Schools may conduct program review of federal and state compliance issues.

The independent fiscal audit of the School is a public record to be provided to the public upon request.

Direct Funding

Aspire will receive funding pursuant to Education Code Section 47630 and its successors and will opt to receive its funding directly from the state pursuant to Education Code Section 47651. Any funds due to the school that flow through the District shall be forwarded to Aspire in a timely fashion. During the term of this charter petition, Aspire and the District will negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

District Fee for Oversight

The District may charge for the actual costs of supervisory oversight of the School not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum

supervisory oversight fee allowed under the law as it may change from time to time.

State Testing

If the School does not test (i.e., STAR) with the District, the School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as the charter school.

Test results for the prior year, if not provided directly to the District by the State, will be provided by the charter school to the District no later than September 1 of each year.

Closure Procedures

Governing Law: 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)*

Closure of the School will be documented by official action of the Board of Directors. The action will identify the reason for the closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors or its designee will promptly notify parents and students of the Charter School, the District, the Alameda County Office of Education, the School's SELPA, retirement systems in which the School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of 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, including specific information on completed courses and credits that meet graduation requirements.

The Board or its designee will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family

~~Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the School shall work with the County Office of Education to determine a suitable alternative location for storage.~~

~~All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure related activities in accordance with applicable law.~~

~~As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed within six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the School.~~

~~The School will complete and file any annual reports required pursuant to Education Code section 47604.33.~~

~~On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Aspire Public Schools and shall be distributed in accordance with the Articles of Incorporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.~~

~~On closure, the School shall remain solely responsible for all liabilities arising from the operation of the School.~~

~~As the School is operated by a non profit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.~~

~~As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.~~

APPENDIX

- I. Millsmont Performance Report
- Ia. Millsmont Surrounding Schools Study
- II. Millsmont Bell Schedule
- III. Millsmont School Calendar
- IIIa. Assessment Calendar
- IV. Aspire Instructional Guidelines
- V. Aspire Plan to Transition to Common Core State Standards
- VI. Mapping of Previous ELD Standards to Instructional Guidelines
- VII. Aspire's 504 Procedures
- VIII. Proof of LEA SELPA Membership
- IX. Board of Directors Biographies
- X. Proof of Tax-exempt Status
- XI. Aspire Articles of Incorporation, Bylaws, and Conflict of Interest Code
- XII. Uniform Complaint Procedures
- XIII. Discrimination and Harassment Policy
- XIV. Principal Biography
- XV. Educator Evaluation Tools
- XVI. Aspire Health and Safety Plan
- XVIa. Millsmont Emergency Preparedness Plan
- XVII. Suspension and Expulsion Policies
- XVIII. Evidence of Insurance Coverage
- XIX. School Financials
- XX. Fiscal Control Policies
- XXI. Student Family Handbook
- XXII. Leadership Team Biographies
- XXIII. Aspire Overview

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~~VIII. IMPACT ON CHARTER AUTHORIZER~~

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~~GOVERNING LAW: POTENTIAL CIVIL LIABILITY EFFECTS, IF ANY, UPON THE SCHOOL AND UPON THE SCHOOL DISTRICT.~~

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~~CALIFORNIA EDUCATION CODE SECTION 47605(G).~~

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~~THE SCHOOL SHALL BE OPERATED BY A CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION. THIS CORPORATION IS ORGANIZED AND OPERATED EXCLUSIVELY FOR CHARITABLE PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D.~~

~~PURSUANT TO EDUCATION CODE SECTION 47604(C), AN ENTITY THAT GRANTS A CHARTER TO A CHARTER SCHOOL OPERATED BY OR AS A NON-PROFIT PUBLIC BENEFIT CORPORATION SHALL NOT BE LIABLE FOR THE DEBTS OR OBLIGATIONS OF THE SCHOOL OR FOR CLAIMS ARISING FROM THE PERFORMANCE OF ACTS, ERRORS OR OMISSIONS BY THE SCHOOL IF THE AUTHORITY HAS COMPLIED WITH ALL OVERSIGHT RESPONSIBILITIES REQUIRED BY LAW. THE SCHOOL SHALL WORK DILIGENTLY TO ASSIST THE DISTRICT IN MEETING ANY AND ALL OVERSIGHT OBLIGATIONS UNDER THE LAW, INCLUDING MONTHLY MEETINGS, REPORTING, OR OTHER DISTRICT-REQUESTED PROTOCOL TO ENSURE THE DISTRICT SHALL NOT BE LIABLE FOR THE OPERATION OF THE SCHOOL.~~

~~FURTHER, THE SCHOOL AND DISTRICT SHALL ENTER INTO A MEMORANDUM OF UNDERSTANDING, WHEREIN THE SCHOOL SHALL INDEMNIFY DISTRICT FOR THE ACTIONS OF THE CHARTER SCHOOL UNDER THIS CHARTER.~~

~~THE CORPORATE BYLAWS OF THE CORPORATION SHALL PROVIDE FOR INDEMNIFICATION OF THE SCHOOL'S BOARD, OFFICERS, AGENTS, AND EMPLOYEES, AND THE SCHOOL WILL PURCHASE GENERAL LIABILITY INSURANCE, BOARD MEMBERS AND OFFICER'S INSURANCE, AND FIDELITY BONDING TO SECURE AGAINST FINANCIAL RISKS.~~

~~AS STATED ABOVE, INSURANCE AMOUNTS WILL BE DETERMINED BY RECOMMENDATION OF THE DISTRICT AND THE SCHOOL'S INSURANCE COMPANY FOR SCHOOLS OF SIMILAR SIZE, LOCATION, AND STUDENT POPULATION. THE DISTRICT SHALL BE NAMED AN ADDITIONAL INSURED ON THE GENERAL LIABILITY INSURANCE OF THE 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 ASPIRE SHALL HOLD THE DISTRICT HARMLESS FROM ANY SUCH LOSSES.~~

~~ASPIRE WILL INSTITUTE APPROPRIATE RISK MANAGEMENT PRACTICES AS DISCUSSED HEREIN, INCLUDING SCREENING OF EMPLOYEES, ESTABLISHING CODES OF CONDUCT FOR STUDENTS, AND DISPUTE RESOLUTION.~~

~~IN ORDER TO ENSURE THE NECESSARY OVERSIGHT AND REVIEW OF MANDATED REPORTS FOR WHICH THE AUTHORIZER MUST DETERMINE FISCAL HEALTH AND SUSTAINABILITY, THE FOLLOWING SCHEDULE OF REPORTING DEADLINE TO THE DISTRICT WILL APPLY EACH YEAR OF THE TERM OF THIS CHARTER;~~

- ~~• SEPTEMBER 1 — FINAL UNAUDITED FINANCIAL REPORT FOR PRIOR YEAR~~
- ~~• DECEMBER 1 — FINAL AUDITED FINANCIAL REPORT FOR PRIOR YEAR~~
- ~~• DECEMBER 1 — FIRST INTERIM FINANCIAL REPORT FOR CURRENT YEAR~~
- ~~• MARCH 1 — SECOND INTERIM FINANCIAL REPORT FOR CURRENT YEAR~~
- ~~• JUNE 15 — PRELIMINARY BUDGET FOR SUBSEQUENT YEAR~~

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~~THE SCHOOL AGREES TO OBSERVE AND ABIDE BY THE FOLLOWING TERMS AND CONDITIONS AS A REQUIREMENT FOR RECEIVING AND MAINTAINING THEIR CHARTER AUTHORIZATION:~~

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- ~~• THE SCHOOL IS SUBJECT TO DISTRICT OVERSIGHT.~~
- ~~• THE DISTRICT'S STATUTORY OVERSIGHT RESPONSIBILITY CONTINUES THROUGHOUT THE LIFE OF THE CHARTER AND REQUIRES THAT IT, AMONG OTHER THINGS, MONITOR THE FISCAL CONDITION OF THE SCHOOL.~~
- ~~• THE DISTRICT IS AUTHORIZED TO REVOKE THIS CHARTER FOR, AMONG OTHER REASONS, THE FAILURE OF THE SCHOOL TO MEET GENERALLY ACCEPTED ACCOUNTING PRINCIPLES OR IF IT ENGAGES IN FISCAL MISMANAGEMENT IN ACCORDANCE WITH EDUCATION CODE SECTION 47607.~~

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~~ACCORDINGLY, THE DISTRICT HEREBY RESERVES THE RIGHT, AT DISTRICT COST, PURSUANT TO ITS OVERSIGHT RESPONSIBILITY, TO AUDIT THE SCHOOL BOOKS, RECORDS, DATA, PROCESSES AND PROCEDURES THROUGH THE OFFICE OF CHARTER SCHOOLS OR OTHER MEANS. THE AUDIT MAY INCLUDE, BUT IS NOT LIMITED TO, THE FOLLOWING AREAS:~~

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- ~~• COMPLIANCE WITH TERMS AND CONDITIONS PRESCRIBED IN THE CHARTER,~~
- ~~• INTERNAL CONTROLS, BOTH FINANCIAL AND OPERATIONAL IN NATURE,~~
- ~~• THE ACCURACY, RECORDING AND/OR REPORTING OF SCHOOL FINANCIAL INFORMATION,~~
- ~~• THE SCHOOL'S DEBT STRUCTURE,~~
- ~~• GOVERNANCE POLICIES, PROCEDURES AND HISTORY,~~
- ~~• THE RECORDING AND REPORTING OF ATTENDANCE DATA,~~
- ~~• THE SCHOOL'S ENROLLMENT PROCESS, SUSPENSION AND EXPULSION PROCEDURES, AND PARENT INVOLVEMENT PRACTICES,~~
- ~~• COMPLIANCE WITH SAFETY PLANS AND PROCEDURES, AND~~
- ~~• COMPLIANCE WITH APPLICABLE GRANT REQUIREMENTS.~~

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~~THE SCHOOL SHALL COOPERATE FULLY WITH SUCH AUDITS AND TO MAKE AVAILABLE ANY AND ALL RECORDS NECESSARY FOR THE PERFORMANCE OF THE AUDIT UPON 30 DAYS NOTICE TO THE SCHOOL. WHEN 30 DAYS NOTICE MAY DEFEAT THE PURPOSE OF THE AUDIT, THE DISTRICT MAY CONDUCT THE AUDIT UPON 24 HOURS NOTICE.~~

~~IN ADDITION, IF AN ALLEGATION OF WASTE, FRAUD OR ABUSE RELATED TO THE SCHOOL OPERATIONS IS RECEIVED BY THE DISTRICT, THE THE SCHOOL SHALL BE EXPECTED TO COOPERATE WITH ANY INVESTIGATION UNDERTAKEN BY THE OFFICE OF CHARTER SCHOOLS, AT DISTRICT COST. THIS OBLIGATION FOR THE DISTRICT TO PAY FOR AN AUDIT ONLY APPLIES IF THE AUDIT REQUESTED IS SPECIFICALLY REQUESTED BY THE DISTRICT AND IS NOT OTHERWISE REQUIRED TO BE COMPLETED BY THE SCHOOL BY LAW OR CHARTER PROVISIONS.~~

~~IX. MISCELLANEOUS CHARTER RELATED ISSUES~~

~~TERM OF CHARTER PETITION~~

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~~GOVERNING LAW: 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.~~

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~~-CALIFORNIA EDUCATION CODE SECTION 47607(A)(1)~~

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~~THE SCHOOL'S CHARTER SHALL BEGIN ON JULY 1, 2009 AND EXPIRE FIVE YEARS THEREAFTER. ANY MATERIAL REVISIONS TO SCHOOL'S CHARTER SHALL BE MADE BY THE MUTUAL AGREEMENT OF THE GOVERNING BOARD OF ASPIRE AND THE DISTRICT IN ACCORDANCE WITH EDUCATION CODE SECTION 47607. ASPIRE MAY PRESENT A PETITION TO RENEW OR MATERIALLY REVISE THE CHARTER AT A REGULARLY SCHEDULED BOARD OF EDUCATION MEETING, AND DISTRICT AGREES TO RESPOND TO SUCH PETITIONS PURSUANT TO THE PROCESS, CRITERIA AND TIMELINES SPECIFIED IN EDUCATION CODE SECTION 47605 OR ITS SUCCESSORS. THE SCHOOL MUST SUBMIT ITS RENEWAL PETITION TO THE OFFICE OF CHARTER SCHOOLS NO EARLIER THAN 120 DAYS BEFORE THE CHARTER IS DUE TO EXPIRE UNLESS OTHERWISE AGREED BY THE OFFICE OF CHARTER SCHOOLS~~

~~INTERPRETING THE CHARTER~~

~~ALL TERMS OF THE CHARTER THAT CAN BE INTERPRETED AS WITHIN THE INTENT OF THE CALIFORNIA EDUCATION CODE SHALL BE INTERPRETED IN SUCH A MANNER.~~

~~THE TERMS OF THIS CHARTER CONTRACT ARE SEVERABLE. IN THE EVENT THAT ANY OF THE PROVISIONS ARE DETERMINED TO BE UNENFORCEABLE OR INVALID FOR ANY REASON, THE REMAINDER OF THE CHARTER SHALL REMAIN IN EFFECT, UNLESS MUTUALLY~~

~~AGREED OTHERWISE BY ASPIRE AND THE DISTRICT. 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.~~

~~CHANGES IN THE LAW OR THE ADMINISTRATION RELATED TO CHARTER SCHOOLS OCCUR FROM TIME TO TIME. ASPIRE SHALL FULLY COMPLY WITH ALL SUCH LEGAL AND/OR ADMINISTRATIVE CHANGES. MODIFICATIONS TO THIS CHARTER PURSUANT TO SUCH CHANGES SHALL BE DEEMED ADMINISTRATIVE AMENDMENTS AND SHALL NOT BE CONSIDERED "MATERIAL REVISIONS" REQUIRING APPROVAL PURSUANT TO EDUCATION CODE §47607(A)(1).~~

~~REVOKING THE CHARTER~~

~~GOVERNING LAW: PRIOR TO REVOKING A CHARTER FOR FAILURE TO REMEDY A VIOLATION PURSUANT TO SUBDIVISION (D), AND AFTER EXPIRATION OF THE SCHOOL'S REASONABLE OPPORTUNITY TO REMEDY WITHOUT SUCCESSFULLY REMEDYING THE VIOLATION, THE CHARTERING AUTHORITY SHALL PROVIDE A WRITTEN NOTICE OF INTENT TO REVOKE AND NOTICE OF FACTS IN SUPPORT OF REVOCATION TO THE CHARTER SCHOOL. NO LATER THAN 30 DAYS AFTER PROVIDING THE NOTICE OF INTENT TO REVOKE A CHARTER, THE CHARTERING AUTHORITY SHALL HOLD A PUBLIC HEARING, IN THE NORMAL COURSE OF BUSINESS, ON THE ISSUE OF WHETHER EVIDENCE EXISTS TO REVOKE THE CHARTER. NO LATER THAN 30 DAYS AFTER THE PUBLIC HEARING, THE CHARTERING AUTHORITY SHALL ISSUE A FINAL DECISION TO REVOKE OR DECLINE TO REVOKE THE CHARTER, UNLESS THE CHARTERING AUTHORITY AND THE CHARTER SCHOOL AGREE TO EXTEND THE ISSUANCE OF THE DECISION BY AN ADDITIONAL 30 DAYS. THE CHARTERING AUTHORITY SHALL NOT REVOKE A CHARTER, UNLESS IT MAKES WRITTEN FACTUAL FINDINGS SUPPORTED BY SUBSTANTIAL EVIDENCE, SPECIFIC TO THE CHARTER SCHOOL, THAT SUPPORT ITS FINDINGS."~~

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~~CALIFORNIA EDUCATION CODE SECTION 47607(E)~~

~~ASPIRE AND 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 DISTRICT BOARD DOES NOT DETERMINE IN WRITING THAT THE VIOLATION DOES NOT CONSTITUTE A SEVERE AND IMMINENT THREAT TO THE HEALTH OR SAFETY OF THE PUPILS, TO THE DISTRICT SHALL PROVIDE A REASONABLE OPPORTUNITY TO REMEDY SUCH A VIOLATION. IN SUCH A SITUATION, THE DISTRICT MAY REVOKE THE CHARTER OF THE SCHOOL IN ACCORDANCE WITH EDUCATION CODE SECTION 47607. ANY SUCCESSOR PROVISIONS TO SECTION 47607, OR OTHER STATUTORY PROVISIONS, IF ENACTED AFTER THE DATE OF THE CHARTER, REGARDING THE REVOCATION OF CHARTERS.~~

~~ASPIRE RESERVES ALL APPEAL RIGHTS PROVIDED UNDER EDUCATION CODE SECTION 47607(C) – (K). ALL RELEVANT TIMEFRAMES INCLUDE THE PARAMETERS SET FORTH BY CALIFORNIA EDUCATION CODE SECTION 47607.~~